

Childminder report

Inspection date: 30 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder remains passionate and dedicated towards her role, providing high-quality care for children. Children settle quickly into the setting and display strong bonds with the childminder. Children are engaged and happy learners. They are supported to build confidence while they increase their skills and individual interests. The childminder continuously encourages and praises children for their efforts. This helps children to develop higher levels of self-esteem in their learning. The childminder is mindful to adapt her practice to build on children's independence in their own self-care. For instance, children recognise the need to wash their hands, put sun cream on when it is sunny and drink water to stay hydrated. They enjoy social mealtimes together to help them to build important skills for their future learning. For example, children enjoy discussions with the childminder about their likes and dislikes in the garden tent. Children have regular access to the outdoors and fresh air to support their well-being.

Children behave well. They show emotional resilience and develop the skills to start to recognise the needs of others around them. The childminder places importance on children learning about the community and the wider world around them. Children attend weekly toddler groups and take regular walks in the surrounding areas. This helps children to become inquisitive and curious learners.

What does the early years setting do well and what does it need to do better?

- The childminder has worked well to address the recommendations set at the last inspection. For instance, she has worked extensively on improving the outdoor experiences for children in the large garden. Children have the freedom to explore and investigate, and they build core physical skills as they climb the ramp or push each other on the small hammock swing. This helps children manage and calculate risks in their play and learning.
- The childminder uses self-evaluation effectively to continuously improve areas of her provision. For example, she has identified that she would like to further build on her professional development and knowledge to strengthen her teaching practice. The childminder understands the importance of gathering the views of parents and the children to help inform areas for change.
- Children make good progress. The childminder precisely observes their development to quickly identify gaps in their learning. This helps to ensure that children receive additional help if required. However, currently the childminder has not established good partnerships with other settings that children attend, to share information. This does not provide children with a joined-up approach towards their future development and progress.
- The childminder has strong partnerships with parents and fully involves them in the progress their children make and how they can support them at home.

Parents are very complimentary of the service the childminder provides. They appreciate her years of experience and expertise and the amount of effort she takes to welcome the parents as well as the children into her setting. Older children comment on the setting as being 'magical'.

- The childminder plans for children's learning using her knowledge of their likes and growing abilities. Older children display good memory, recall and coordination skills as they play with mathematical resources. For example, opening and closing clips and chains on a large display board. Children use pasta to fill bottles as the childminder introduces mathematical language to help older children to learn about volume, capacity and weight. However, the childminder's planning for babies in the setting is not as strong as it is for older children. As such, they do not have as many opportunities to explore independently in their play.
- Children are developing good communication and language skills. They are given time to increase and use their range of vocabulary under the gentle encouragement of the childminder. The childminder constantly introduces a variety of words and questions that helps to build on children's growing abilities. Babies listen intently as the childminder sings and uses new sounds. Children have access to a range of books to help them build a love of stories and develop early literacy skills. This helps children start to understand that written words hold meaning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build on partnerships and share information with other settings children attend to fully support children's progress and development
- strengthen opportunities for babies to fully explore the environment and resources to develop their play and learning.

Setting details

Unique reference number	EY291587
Local authority	West Sussex
Inspection number	10335782
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 June 2018

Information about this early years setting

The childminder registered in 2004 and lives in Burgess Hill, West Sussex. She operates all year round, from 8am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The inspector viewed the areas of the home used for the childminding provision. The childminder talked to the inspector about her early years foundation stage curriculum and what she wants children to learn.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector took account of the written views of parents as part of the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and how she evaluates her provision and the current areas identified for improvement. The inspector sampled a range of documentation, including suitability checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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