

Childminder report

Inspection date: 22 May 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

Children thoroughly enjoy their time with the childminder and co-childminder, who are attentive, responsive and deeply caring. Children spend most of their time engaged in activities they find interesting. For example, children explore colour as they mix different shades of play dough together and discover what colours they make. Children benefit from a flexible routine that responds to their changing needs. For instance, the childminder pays close attention to children's behaviour, noticing when they might be hungry and adapts the routine in response. This helps children feel safe and secure.

The childminder and the co-childminder provide children with lots of opportunities to learn about new concepts, such as mathematics. This helps provide children with a good foundation that will support their future learning. For example, the childminder introduces the concept of weight and measure, as children fill empty pots with play dough. The childminder encourages children to compare the weight of each pot and decide which is heavy and which is light. The childminder helps children connect weight with quantity as they consider whether the pot with the most play dough is the heaviest.

Children behave well and develop positive attitudes towards their learning. For example, children follow instructions with ease as they tidy away toys, putting them where they belong. Children learn to be curious learners as they ask questions, make predictions and test out their ideas. For instance, children consider why their play dough snake will not stand up. The childminder helps children consider structure and texture of the snake. Children discover that the play dough makes the snake too 'soft and squishy' to hold its own weight.

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

- The childminder and co-childminder work very well together, providing children with a consistent approach to their learning and well-being. Together, they create a curriculum that captures children's curiosity and prepares them well for their next stage in learning. As a result, all children make good progress from their starting points. The childminder and co-childminder regularly update their knowledge and understanding to better recognise key themes that have an impact on children's safety and learning. For instance, they refresh their understanding of domestic abuse, recognising the impact COVID-19 has on family life. This helps them keep children safe from potential harm.
- The childminder and the co-childminder support children's emerging speech well. They narrate children's play, repeat unclear words clearly and provide children with lots of opportunities to engage in conversation. Children learn new vocabulary, such as armpit, ankle and wrist, as they explore their body parts.

Although children make steady progress with their speech and communication, the childminder and the co-childminder do not always seek additional support for children that may have a speech delay at the earliest point. This means that not all children are able to reach their fullest potential.

- Children learn about the world around them through first hand experiences. For instance, the childminder recognises the importance in enhancing children's knowledge through experiences and uses this to deliver their curriculum. The childminder and co-childminder share their own knowledge and experiences of other countries they visit, such as West Africa. They show children photos, artefacts and discuss cultures and customs. This helps broaden children's understanding of the wider world and their place within it.
- Children learn the importance of keeping their bodies safe and healthy. For example, the childminder explains to children why washing hands with soap and water is important in removing germs that could make their tummies unwell. This helps children gain early messages that will help keep them safe from cross-contamination. Children observe their breath after exercising, noticing that they are breathing heavily. The childminder helps children identify that they are 'puffed out' from their movements, which helps to keep their bodies fit and healthy.
- Children have lots of opportunities to develop their physical skills. For instance, they stretch and practise their coordination, as they perform star jumps and stand on one leg during a physical activity. Children develop their hand strength as they pinch, pound and roll play dough. This helps them develop the physical skills they will need to support future writing.
- The childminder and the co-childminder work in partnership with parents. This helps create a consistent approach for children's learning and care. For instance, they provide parents with daily photos of the activities on offer and what children are learning that day. Parents report that the childminder and the co-childminder 'know the children so well and treat them as individuals, with patience, encouragement and understanding', and children 'love going to the childminder and the co-childminder and regularly lists them with the most important people in her life'.

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:

- enhance the support children receive to develop their speech and language skills

at the earliest opportunity, enabling them to make the best possible progress.

Setting details

Unique reference number	EY311586
Local authority	West Sussex
Inspection number	10339334
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2005 and lives in the village of Hambrook in West Sussex. She has a relevant childcare qualification at level 3. The childminder operates all year round, from 9am to 4pm, Monday to Friday. The childminder works with another registered childminder.

Information about this inspection

Inspector

Paula Sissons

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 provider and has taken that into account in their evaluation of the provider.
- The childminder, co-childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years foundation stage curriculum.
- The inspector talked to the childminder, co-childminder and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector sampled written comments from parents during the inspection and took account of their views.

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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