

Childminder report

Inspection date: 6 March 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder has a kind, caring manner with the children she cares for. This helps children to settle happily and feel calm, safe and well cared for. Children develop strong bonds with the childminder and each other. The care needs of children are met very well. The childminder recognises the needs of younger children and adapts her routines to help ensure they receive foods, sleep and regular nappy changes to meet their needs. Older children enjoy times to play with the childminder, for instance when they share stories as they sit together with their friends.

The childminder creates a broad curriculum for the children that she cares for. Opportunities for younger children to gain good physical skills are promoted well by the childminder. Toddlers are confident in playing with puzzles as they experiment with how they can turn pieces to make them fit. The childminder helps older children to develop an interest in creative play. For instance, they experiment with spreading glue and adding different-coloured feathers to make birds. The childminder encourages children to explore imaginatively and gives them time to think through their own ideas. Older children benefit from activities which help them learn about the natural world. For instance, as they share stories about birds, they enjoy looking for robins hidden around the playroom. They enjoy finding out about different types and names of birds as they become absorbed in their learning.

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

- The childminder's environment is well organised and encourages children to make independent choices about what they want to play with. The childminder follows children's individual interests well. For instance, as children practise fitting together magnetic figures, the childminder talks to them about how they connect. Children are motivated to learn and concentrate well in activities that interest them.
- Children gain good independence skills, as the childminder promotes this area of learning well. Older children become proficient in their physical skills, for example learning how to use cutlery to cut up their foods and how to feed themselves confidently. Toddlers learn how to use cups to drink from and are supported in eating finger foods to develop their good hand-to-eye coordination skills. The childminder uses good opportunities to weave in robust hygiene routines as children learn the benefits of good hygiene to maintain their own health and well-being.
- Partnerships with parents are good. The childminder shares a wealth of information with parents, including activities children take part in and the key achievements they make in their learning. She uses these relationships to share

ideas of how parents can further children's learning at home. Parents speak very favourably about the childminder. They say that she helps children to develop relationships with their friends and provides activities which are engaging and stimulating. Nevertheless, there is more work to do to develop closer links with other early years settings that the children attend, to further the continuity for children's learning.

- The childminder places a strong focus on developing children's interest in books. For instance, she provides a wide range of books for children to choose from, adapting these to meet the differing interests of children she cares for. Toddlers relish opportunities to sit on the childminder's lap and learn how to turn pages and press buttons as they listen to different animal sounds. Older children learn about the different names of birds, such as 'chiffchaff', and develop their vocabulary skills as they hear this new language. Overall, children make good progress in their communication skills. However, sometimes, the childminder does not recognise opportunities to focus sharply enough on how to help children make even greater progress in their speaking skills.
- Children benefit from a wide range of opportunities to learn about their local community and the wider world. The childminder uses local walks in the community and visits to toddler groups and local places of interest to help children learn about the areas they live in. Children benefit from activities to learn about other cultures and how festivals such as Diwali and Chinese New Year are celebrated. This helps children to learn about the uniqueness of themselves and others and helps children to develop their knowledge of the diverse world they live in.
- The childminder takes a professional approach to developing her practice; she involves parents and children in reflecting on her setting and takes account of their views. The childminder completes a wide range of training opportunities. However, she does not consistently reflect on how her ongoing training develops her skills and knowledge in ways that will be the most useful in helping her to support the children she has attending in making the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role and responsibilities to keep children safe. She keeps herself up to date about new legislation and local child protection procedures. The childminder knows how to identify signs and indicators that a child may be at risk of harm, including from extreme views or ideology. She knows how to report these concerns to keep children safe. The childminder supervises children well. She captures opportunities to teach children safe routines during their day, such as talking to children about road and water safety.

What does the setting need to do to improve?

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

- use assessments of children's speaking skills to plan even more precisely to support their communication and language development
- focus professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs
- work more closely with all other settings that children attend, to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	EY335984
Local authority	West Sussex
Inspection number	10136473
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Emsworth, Hampshire. She offers care for children Monday to Friday, from 8am to 6pm, for most of the year.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents provided written feedback which the inspector took account of.
- The inspector looked at a sample of documents, including evidence of the childminder's training and the suitability of household members.
- The childminder discussed activities she provides and how these support children's learning and overall development.
- The inspector observed the quality of teaching the childminder provides and the impact this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020