

Childminder report

Inspection date: 10 June 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 prides herself on creating a nurturing, welcoming environment. Children arrive happy and settle well. The childminder recognises when some children need a little extra comfort on arrival. They receive warm cuddles and subsequently settle quickly. The childminder recognises the importance of knowing children's uniqueness and individual interests. These are intertwined into the daily play experiences and activities on offer. As such, children are quick to explore the environment, self-selecting their own activities and spending time exploring their own fascinations. This helps them to be engaged in their play and motivated to learn.

The childminder is a positive role model to children. She is calm, nurturing and attentive. She models collaborative play and turn-taking, and gives gentle reminders to be careful of one another during play. This contributes to children's good behaviour. As such, they are polite and develop positive social skills. Children of all ages play harmoniously alongside one another. Furthermore, the childminder is responsive, ensuring children's personal care needs are met with respect and kindness. This helps them to feel valued and helps to build their self-esteem.

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

- Communication and language are a priority for this childminder. She recognises the children's individual development in this area and supports them well. She uses repetitive, clearly spoken words to support younger children and those with speech and language delay. She carefully labels objects and uses gesture to support this verbal communication. Older children who have a good range of vocabulary join in with meaningful back-and-forth conversations. They hear new words such as 'knitting' and 'Tyrannosaurus Rex'. This helps all children to broaden their vocabulary and become confident communicators.
- Children benefit from a broad curriculum that provides them with access to all seven areas of learning. The childminder thoughtfully intertwines these into their play experiences, which remain child led. The childminder knows what skills and knowledge children have learned. She knows what she wants to teach them next and why, and how this will benefit each child. This supports them to make individual progress. However, on occasion, the curriculum does not offer very capable children all of the challenge that they need. Sometimes, these children look for more adult direction or watch younger children play. This does not fully support the most capable children to make the quick progress they are capable of.
- The childminder promotes children's good health and ensures their safety. For instance, she gives children reminders for safe play, and ensures they wash their hands before mealtimes. However, at times, she does not consider how to fully

support children to learn how to keep themselves healthy or identify their own risks. For example, she does not always make sure children understand the reason for the routines and rules that are in place.

- The childminder promotes children's physical development well. Children enjoy freely accessing the outdoor space. They run, carefully negotiating space, and manoeuvre their whole bodies as they climb the steps to use the slide. This supports their core muscle development. In addition to this, children have opportunities to develop their small-muscle skills. They mark make independently and immerse themselves in craft activities. They persist as they carefully peel the backs from stickers for their creations. This helps support children's hand-eye coordination, and ultimately prepares them for early writing.
- Children undertake tasks with confidence as they explore and develop their independence. For example, children freely self-select activities and toys and put on their own shoes to access the outdoor provision. This supports children's personal, social and emotional development, as well as teaching them valuable life skills.
- The childminder recognises the importance of partnership working. She strives to build positive and trusting relationships with families through various methods of communication. This helps parents to be well informed of their children's ongoing learning. Parents are highly complimentary of the care and learning their children receive. They report their children make good progress, especially in their communication and language skills, as well as their self-confidence. They comment the childminder is supportive and always on hand for advice or guidance.
- The childminder works with an assistant. She ensures the assistant is kept fully up to date, and regularly monitors his practice. This ensures the assistant has the knowledge and skills he needs to fulfil his role and that the needs of the children are consistently met.

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:

- extend opportunities even further for very able children to be challenged in their learning, in order for them to make accelerated progress in line with their capabilities
- strengthen support for children to develop their understanding of how to keep themselves healthy and safe.

Setting details

Unique reference number	EY343658
Local authority	West Sussex
Inspection number	10339196
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	1 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2006. She lives in Angmering, West Sussex. She cares for children from 8am to 6pm each weekday, throughout the year. The childminder sometimes works with an assistant. She holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Moir

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 their evaluation of the childminder.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the childminder and her assistant with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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