

Childminder report

Inspection date: 26 February 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing, relaxed and safe environment where children flourish. She has a deep understanding of the importance of children developing good relationships with others to support their emotional and social development. She is an intuitive and experienced practitioner who has formed strong bonds with the children.

The childminder has high expectations for children's positive behaviour. Her calm and consistent approach helps children learn to self-regulate their behaviour. Young children learn right from wrong and how to negotiate their ideas with others. The childminder is a good role model for children's polite and respectful behaviour.

Children demonstrate high levels of self-motivation and concentration. The childminder plans a suitable curriculum based on what children like to do and what they know. For example, they enjoyed setting up a pretend shop and role playing with her. While playing, she skilfully introduced colours, numbers and letters to extend learning in a meaningful context. Children became wholly engaged and immersed in this game.

Children develop their understanding of the community they live in when they go out and about with the childminder. They meet with other children at farms, parks and groups to extend and expand their knowledge and interact with others. The childminder teaches children to recognise changes in the outdoor environment. For example, children noticed how the daffodils have flowered since last week.

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

- The childminder knows children very well. She understands their unique personalities, how they like to learn and how to extend their learning further. For example, as she notices children become skilled in putting jigsaw puzzles together, she increases the difficulty. Children relish the challenge and gain confidence in their skills.
- The childminder evaluates her provision to make improvements and to identify further training needs. As part of a network of other childminders, she has regular opportunities to increase her professional development and skills. She works very closely with other professionals and settings children attend.
- The childminder provides children with comforting and reassuring routines that fit in with their individual needs. She instils good hygiene habits, such as washing hands before eating. Children remember to do this without being asked. They are given space to relax and rest when they need it.
- The childminder uses spontaneous opportunities to teach children new skills. For

instance, while painting, she encouraged children to experiment by mixing colours. They were thrilled as they watched the changes and learned new names for colours. The childminder extended this further by teaching them about shades of colour, such as 'light' and 'dark'.

- The childminder supports children's communication and language skills well. She recognises where children have difficulties and ensures she supports their learning appropriately. For example, she speaks in short, clear sentences and exaggerates key words to encourage young children's skills in speaking. She tells stories and sings songs that delight the children, who are keen to join in or listen carefully.
- Children develop good physical skills. They have space to run, use ride-on toys, push dolls' prams and dance. They develop good dexterity and coordination. For example, young children competently use cutlery to eat, use a paintbrush and place shapes into a shape-sorter toy.
- Parents praise the childminder and are particularly pleased with the warm relationships she has made with their children. They recognise how their children have grown in confidence while being in her care, as they enjoy new experiences, such as cooking and watering the garden. Sometimes, parents are not fully involved in the childminder's assessments of children's learning, such as the check for two-year-olds. Communication about what children are doing and learning at home is limited.
- Children demonstrate good levels of self-confidence and self-esteem. They are keen to explore and discover new things and share interesting conversations with the childminder. As they play, they develop and practise skills that will support their future learning. For example, they practise pre-writing skills as they paint, and pre-reading skills as they start to notice letters and numbers in the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to recognise signs and symptoms that could indicate a child is suffering from abuse and neglect. She knows how and where to report these in a timely manner. She has maintained her training in safeguarding and child protection and has learned to recognise wider safeguarding issues. For example, the childminder understands the risks to children of grooming and/or being exposed to extreme or radical behaviours. The childminder knows how to share sensitive information with others, such as social workers, to protect children from coming to any harm. The childminder has recently updated her safeguarding policy in line with changes in her local authority and has shared this with parents.

What does the setting need to do to improve?

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

- improve the existing good partnerships with parents to fully engage them in sharing their children's significant achievements and learning from home.

Setting details

Unique reference number	EY354357
Local authority	West Sussex
Inspection number	10132654
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	5
Number of children on roll	7
Date of previous inspection	13 July 2015

Information about this early years setting

The childminder registered in 2007 and lives in Hurstpierpoint, West Sussex. She provides care from 8am to 5.30pm, Monday to Friday, for most of the year, except for bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Alison Martin

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The childminder spoke with the inspector about her curriculum for children on a learning walk around the setting.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with children and sampled parent questionnaires to help take account of their views.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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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