

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 the co-childminder, who are attentive, responsive and deeply caring. Children spend most of their time engaged in activities that they find interesting. For example, children explore colour as they mix different shades of play dough together and discover what colours they make. Babies receive care and nurture. For instance, babies who are sleepy or hungry receive what they need with care and sensitivity. They develop secure attachments as they snuggle up to the childminder while they are fed. Children demonstrate that they 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, children practise their counting skills as they count the number of children present, before corresponding this information with the number of plates they will need for snack. Children learn about shape as they copy the childminder to make a square, triangle and rectangle out of play dough. This helps children become familiar with each shapes' characteristics, such as the number of sides.

Children behave well and develop positive attitudes towards their learning. The childminder and the co-childminder help children find solutions to their problems. For example, when a child takes a toy from another, the childminder asks children what they might do to solve the problem. This helps children practise what has previously been taught as they communicate their feelings and desires. This helps children develop meaningful friendships.

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 that COVID-19 has on family life. This helps them keep children safe from potential harm.
- Children learn about the world around them through first-hand experiences. Children enjoy learning about the life cycles of living things as they observe nature overtime. For instance, children go on regular trips to the forest where they learn how life around them changes with the seasons. They visit the local farm and observe the newly born lambs and watch them grow and change.

Children feed the lambs and gain an understanding of what living things need to grow and flourish.

- 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 who may have a speech delay at the earliest point. This means that not all children are able to reach their fullest potential.
- Children develop independence as they learn to do basic tasks for themselves. This helps prepare them for their next stage in learning, including their eventual move to school. For instance, children follow the routine as they enter the setting. They learn to take off their shoes and coat before placing their shoes in the basket and hanging their coat on their peg. The childminder helps children find new techniques at things that they find tricky, such as placing and removing lids on containers.
- Children spend lots of their time out in the fresh air, exploring nature. They build their stamina through regular walks and strengthen their core muscles as they climb trees and apparatus. 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 their 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	EY379856
Local authority	West Sussex
Inspection number	10339341
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 2008 and lives in the village of Hambrook, in West Sussex. The childminder has a relevant childcare qualification at level 3. He 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, the 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, the co-childminder and the 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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