

Childminder report

Inspection date:

22 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional levels of progress in this extremely homely, nurturing setting. The childminder offers an exemplary level of provision. She uses her expert knowledge of how children learn to deliver a well-sequenced, interesting and enriching curriculum. Children benefit from an excellent start to their learning. The childminder consistently makes learning fun, and she uses creative teaching methods to capture children's interests and imagination.

Children are fully inspired to play creatively, explore freely and engage in an extensive range of exceptionally well-planned play and learning experiences. For example, the childminder focuses strongly on supporting children's language skills. From a young age, babies recognise that their early attempts at communicating and verbalising are valued and recognised. The childminder shows babies how interested she is in hearing them talk and gently supports their acquisition of more words and the correct pronunciation. Consequently, babies and young children, including those who are learning to speak other languages at home, chatter freely and develop an excellent level of conversational skills for their age.

Children demonstrate how happy, safe and secure they feel with the childminder. They look to her for reassurance, if needed, and are very familiar with the daily routine. For instance, even younger children know exactly what to do when the 'tidy-up song' is played. They actively help to put away the resources they have been using and show excitement and anticipation for what happens next. Children manage these routines extremely well as the childminder gives plenty of reassurance before changes happen. This means children settle very quickly and show exceptional levels of self-confidence. Parents note how happy their children are and the excellent levels of progress they make in their learning.

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

- The childminder works tirelessly to provide children with the best possible start to their learning. She works extremely well with her assistant to accurately identify what interests children, what they need to learn next and how they prefer to learn. Both the childminder and her assistant have extensive experience in early years. This level of expertise is evident in how well the setting runs and how much progress each child makes from their individual starting points.
- Teaching is consistently outstanding. The childminder and her assistant plan activities meticulously. They know exactly what they want children to learn and adapt their teaching to take account of every child's age, level of development and current interests. Story times are used especially well to engage children of all ages. Babies and younger children develop a real love of stories and listen

attentively as the childminder reads with animation and makes story sessions fun. Older children confidently recall refrains in favourite stories. They excitedly remember new words they have learned, such as 'telescope' and explain what it is used for.

- The curriculum is full of rich learning experiences. The childminder plans an extensive range of activities and visits to broaden children's learning. For example, children regularly visit their beach hut and enjoy searching for sea-life creatures on the beach. They prepare their own shopping lists and delight in visiting the local supermarket to find the items they need. In the garden, children harvest the vegetables they planted as seeds and observe how they have grown. Once they are ready, children excitedly pick items, such as carrots, from the garden, wash them thoroughly and cut them up to have for their lunch. This enables children to develop an excellent understanding of the origins of food and encourages them to follow a healthy diet.
- The childminder builds children's self-esteem and self-confidence particularly well. She values every child and praises them highly. The childminder gently encourages children when they initially find tasks tricky. This enables children to persevere for longer. Children are seen to be active, inquisitive learners. For example, children keep on trying to thread beads onto a string. When some accidentally slide off, children immediately and patiently rethread them and complete the task successfully. This level of determination and strong motivation prepare children well for future learning.
- Children of all ages develop a real love of learning. They delight in sitting around the 'busy table' and completing activities they have chosen themselves. They proudly share their achievements on the 'achievement wall' and beam with pride as they look at their work on display. The childminder focuses well on supporting children's independence. This means that children manage to dress and undress themselves confidently. Older children attempt to write their names on their drawings and communicate fluently with adults. Children are confident to talk about how they are feeling and make their own choices. These skills mean children are exceptionally well prepared for starting school.
- The childminder works extremely well with her assistant. She makes sure that all mandatory training is completed, and together, they incisively reflect on their practice and constantly find different ways to continually improve. Parents note the excellent partnership working and commend the childminder and her assistant for the significant impact they have on their children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY382117
Local authority	West Sussex
Inspection number	10354965
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	6
Number of children on roll	10
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 2008. She lives in Lancing, West Sussex. She operates Monday to Friday, from 7.30am to 5.30pm. The childminder works with an assistant on a part-time basis. Funding is accepted for the provision of free early years education for children aged two, three and four years. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Jo Caswell

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 explained how she plans her early years curriculum and supports children's learning and development.
- The inspector observed the childminder interacting with the children and evaluated the quality of teaching.
- Children talked to the inspector during the inspection and spoke about what they enjoy doing with the childminder.
- Written feedback provided by parents was read and taken into consideration.
- The childminder explained how she keeps children safe in her home and when on outings.
- The inspector discussed how the childminder works in partnership with her assistant to support children's learning and keep them safe.

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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