

Childminder report

Inspection date: 31 October 2022

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

Young children eagerly run in on arrival and quickly begin to explore a variety of activities. Babies are warmly welcomed with cuddles, and quickly engage in stimulating play. Children have a close bond with the childminder, whose emphasis on emotional well-being helps children feel safe and secure. Children have their individual needs met at this personalised setting. For example, the responsive childminder listens to children who tell her when they are hungry for snack. The childminder considers children's feelings. She gently reinforces positive behaviour through modelling when needed. As a result, children's behaviour is good.

Children receive support to develop their social skills by thoughtful interactions. For instance, the childminder encourages new children who are not confident with routines to join others play, and to independently explore activities. Her good eye contact and positive facial expressions reassure children. This further supports children's emotional well-being.

Children enjoy being active. They access the garden freely throughout the day and enjoy learning about the natural world around them. For example, children play collaboratively, creating muddy delights in the well-equipped mud kitchen. They excitedly hold and talk about worms they find, before putting the 'wiggly' worm back with care. Children also benefit from local outings and educational trips into the local community. This promotes their physical development and supports them to feel confident in new environments and further strengthens their social skills.

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

- The nurturing childminder has a child-centred approach. This enables children to reach their full potential in an effective learning environment that promotes independence.
- New children quickly form secure attachments with the childminder. She is flexible when they start, offering tailored settling-in sessions. The childminder works closely with new children's parents to find out about learning needs, their routines and care needs. This enables her to be knowledgeable about children's starting points. The childminder is caring and respectful. For example, she asks children if she can check their nappies and considers children's privacy when toileting. This supports children's personal, social and emotional development.
- The childminder is very mindful of children's unique personalities. This enables her to implement a well-thought-out curriculum, based around children's own interests and learning needs. As a result, children are enthusiastic and cannot wait to independently delve into activities. The childminder confidently plans next steps for the children, knowing what they can already do and what they need to learn next. This enables children to make good progress.

- The childminder plans her curriculum to cover all seven areas of learning. She successfully considers the different ages of children, adapting activities so they can all take part. However, the childminder does not always identify opportunities during children's play activities to help them practise early writing skills.
- Children's language and communication skills are of high importance to the childminder. She successfully narrates children's play, models language with clear pronunciation and repeats words. The childminder holds meaningful back-and-forth conversations with children. However, in her enthusiasm during activities, she does not always give children enough uninterrupted time to explore their interests fully.
- The childminder has high expectations of children's behaviour. She models sharing and turn taking for babies, while she encourages young children to think about why they need to do things. For example, children going in the garden try to do so without their shoes on. The childminder supports them to look at the wet patio with her. Children successfully identify they need shoes, so they do not get wet feet. This successfully promotes children's thinking and enables them to learn skills to prepare them for future success.
- Parents feel involved in their child's learning and speak positively of their experience with the childminder. They are highly complementary of the emotional support their children receive. Daily conversations ensure parents are well informed. Parents know their child's next steps and work on these at home. They value the childminder's personal, supportive approach, reporting that children 'can really be themselves'.
- The childminder meets with other childminders so children can experience play with others, widening their social networks. The childminder also has links with the local authority and demonstrates good partnership working with other professionals. For example, she works alongside local pre-schools to share information when children attend more than one setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding and child protection. She understands how to refer children if she has a concern for their safety. She also knows the procedure to follow in the event of an allegation being made about herself or a member of her family. The childminder has a good understanding of a range of safeguarding contexts, such as radicalisation. She supervises children effectively. When on outings in the local community, the childminder takes opportunities to teach children about keeping themselves safe, for example road safety.

What does the setting need to do to improve?

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

- make better use of opportunities that arise during children's play to support their early writing skills
- allow children the time they need to learn at their own pace before intervening, so they can explore activities fully.

Setting details

Unique reference number	EY386960
Local authority	West Sussex
Inspection number	10235272
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	3
Number of children on roll	11
Date of previous inspection	15 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Hassocks, West Sussex. She operates from 8am to 6pm on Tuesday, Wednesday and Thursday, all year round, except for bank holidays and family holidays. Mondays are offered term time only, from 8am to 6pm. The childminder holds a relevant childcare qualification at level 3. She 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the provision 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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