

Childminder report

Inspection date: 15 October 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children love spending time with the highly nurturing childminder in her stimulating home. They develop extremely close bonds with her and feel completely happy, safe and at ease in her care. Children feel valued and respected by the childminder, which helps them to develop high levels of confidence and self-esteem.

Children respond well to the childminder's high expectations of their learning. They are confident communicators and express themselves clearly. Children thoroughly enjoy listening to stories and develop strong early literacy skills. For example, to register themselves each morning, they recognise their own name and those of their friends. Children learn how to hold a pencil correctly and write recognisable letters.

Children behave exceptionally well. They are highly respectful of the childminder and her home, and listen very carefully to her instructions. Children are extremely sociable and keen to share their experiences with the childminder. They thoroughly enjoy conversations with her, giggling and talking about their home lives, interests and recent memories.

Children are very inquisitive, motivated and eager learners. They have a strong understanding of numbers and can recognise quantities of objects without needing to count them. Children have impressive small and large physical skills and use tools with increasing control. They are very well prepared for the next stage in their education.

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

- The highly experienced and knowledgeable childminder assesses children's development closely and fully understands what they know and can do. She plans a broad, well-sequenced and challenging curriculum, designed to help children achieve their full potential. The childminder regularly takes children out into the community to access inspiring experiences she cannot offer at home. For example, children delight in developing their interests in swimming and gymnastics and enjoy walks in the local woodlands.
- There is a strong curriculum focus on children's communication and language development and the childminder supports this particularly well. She makes great use of her interactions with children and reads a wide variety of books, to introduce new words. For example, as children explored a dentist role play, the childminder taught them new words, such as 'bacteria' and 'enamel', to broaden their vocabulary.
- The childminder also gives children's healthy lifestyles high priority and supports

this exceptionally well. For example, children have an excellent understanding of oral hygiene, and the benefits of healthy eating and exercise on their bodies. During the inspection, children meticulously cleaned the 'germs' off a model set of teeth and discussed how sugary drinks can cause decay in their teeth.

- The childminder is an exceptionally strong role model for children and acts as a very positive influence. Children fully understand and regulate their own emotions and talk about how characters may feel in the books they read. For example, children learn that going to the dentist can make some people feel anxious. They develop a remarkably gentle, caring and thoughtful disposition.
- Overall, the childminder is a skilled and effective teacher. She continuously thinks about how she can extend children's learning through her interactions and offers high levels of challenge. However, the childminder sometimes introduces too much new knowledge during activities. This does not give children the time they need to use and embed their new learning. Occasionally, the childminder also asks children too many questions and moves from one to the next too quickly. This slightly limits children's opportunity to fully form their thoughts before having to answer a new question.
- The childminder works hard to keep parents fully up to date and involved in their children's learning. She provides regular feedback on children's learning and extremely helpful ideas to support this further at home. Parents are overwhelmingly appreciative of her provision and particularly the extensive home learning bags she provides for children.
- The ambitious childminder reflects on her practice closely and accesses regular training, research and professional networking to help her continue to improve. She recently introduced a 'let's talk' box, where children can add any resources they particularly enjoy during the day. Children then discuss these with the childminder at the end of the day, encouraging conversation, descriptive language and vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly committed to ensuring children's safety. She regularly attends safeguarding training and reads any new guidance to keep her knowledge completely up to date. She confidently knows the signs that a child's welfare may be at risk and the procedures to follow up on any such concerns. The childminder fully understands the need to protect children from extreme views and behaviours and to monitor their attendance closely. She closely assess and minimises risks in the setting and on trips into the community.

What does the setting need to do to improve?

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

- focus on the most important intended learning during planned activities to help children fully take in and embed new knowledge
- give children the time they need to think and form their views and responses during activities before moving on to the next question.

Setting details

Unique reference number	EY392792
Local authority	West Sussex
Inspection number	10136548
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	24 March 2016

Information about this early years setting

The childminder registered in 2009. She lives in Worthing, West Sussex. The childminder operates from 7.30am to 5.30pm each weekday, all year round.

Information about this inspection

Inspector

Ben Parsons

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 setting.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records.

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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