

Childminder report

Inspection date: 19 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and secure in the childminder's care. They form strong bonds with each other and the childminder. Children confidently talk to their friends and the childminder as they play exciting games and share social mealtimes. They form firm friendships with other children and happily play in groups. Children enjoy the challenge of building with magnetic shapes to construct different buildings. Older children are very caring and help younger children to achieve in their learning. Children know and understand the simple rules and boundaries the childminder has to help keep them safe. They behave well.

Children can freely access a variety of resources that the childminder provides. They regularly visit the local library to borrow books that interest them. Children enjoy outings to local parks and the pet shop. They have many opportunities to learn about different people and different places.

Children benefit from nutritious meals and snacks. However, the childminder does not consistently support children to develop a secure understanding of the importance of good hygiene. At times, the childminder does not make the most of teaching opportunities that arise during children's time in her care.

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

- The childminder knows the children well and what they like to play with. She plans a good range of engaging activities to support children's learning. Children make treasure maps and go to hunt for treasure in the local area. Although the childminder supports children's learning well, at times she does not extend their learning to the highest levels. She does not fully challenge children's understanding to help them take their learning even further.
- The childminder is an engaging and playful partner. Children clearly enjoy spending time in her care. They readily share their news from home and talk about their plans for their birthday parties and holidays. The childminder helps children hear new words and the sounds that letters make. She supports children to develop effective communication and early reading skills.
- The childminder is sensitive to children's needs. She is respectful to their preferences to play quietly or watch other children play. The childminder helps children develop social skills and confidence as they play alongside other children. She helps children play games together as they build friendships. The childminder effectively supports children's social and emotional development.
- Children enjoy making marks with pens and paint. The childminder helps children learn about the shapes that make up letters and numbers. She supports children to try new activities. They keep on trying with plenty of warm praise and encouragement from the childminder. Children demonstrate positive

attitudes to their learning.

- The childminder works effectively with her co-childminder to meet children's individual care and learning needs. She has an established daily routine in place to help children feel safe and to support their physical and emotional needs. However, the childminder does not always help children to learn about personal care routines, such as the importance of handwashing before they eat.
- Parents report very positively about the care and support the childminder provides for them and their children. They comment on the reassuring support and advice the childminder offers.
- The childminder is proactive in keeping her skills and knowledge current. She seeks out opportunities to explore new ideas to support children's learning. Changes and developments are carefully considered to ensure children continually benefit from good-quality learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe at all times. She attends regular training to make sure her skills and knowledge are current. The childminder knows what actions to take if she has any concerns about children or their families. This includes wider safeguarding issues, such as protecting children from extreme views and beliefs. The childminder keeps the learning environment safe for children to play and learn in. She carefully considers which resources are suitable for children to play with.

What does the setting need to do to improve?

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

- make the most of all teaching opportunities that arise as children play to help them acquire the skills they need to move on to the next stage in their education
- review and revise daily routines to help all children consistently learn about good hygiene practice, such as handwashing before eating.

Setting details

Unique reference number	EY411728
Local authority	West Sussex
Inspection number	10066737
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2010. She works from her co-childminder's house in Chichester, West Sussex. The childminder also works with an assistant two days a week. The childminder provides care from 7.30am to 6pm, Monday to Friday, throughout the year. She receives funding for the provision of free early years education for children aged two, three and four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder explained how the early years provision is organised.
- The childminder and inspector held discussions about children's learning and development.
- The inspector observed the interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- The inspector viewed areas of the house and garden used for the care of children.
- The inspector spoke to parents available during the inspection and took note of written views from other parents.
- The inspector sampled documentation, including evidence of suitability checks 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020