

Childminder report

Inspection date: 25 January 2023

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 show that they feel happy and comfortable with this warm and nurturing childminder. For instance, they snuggle up to her for cuddles and enjoy sharing interactive books together. The childminder organises play areas with resources that she knows the children will enjoy. For example, children independently help themselves to cotton reels, balls and magnetic shapes to make items of their own choice. Younger children learn how to balance the cotton reels on top of each other, and older children make complex models.

Children are curious and eager to learn. They concentrate well during planned activities, such as successfully using tongs to pick up toy animals. Children are helped to behave well. They respond positively to the childminder's calm interactions. As a result, children learn how to play happily alongside each other and take turns during their play.

Children learn about the world around them. They benefit from taking part in a variety of local activities, such as visiting nearby gardens and the beach during all seasons. This helps children to learn about different weather conditions and the impact on their community. Children also join in story and rhyme sessions at the library, where they enjoy choosing books and singing songs.

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

- The childminder has a clear vision about how to develop her knowledge and skills. For instance, she attends a variety of professional development opportunities, such as how to effectively use natural resources to enhance children's learning. She incorporates new ideas into her practice very well. The childminder regularly reflects on her practice and strives to continually improve. This helps to lead to good outcomes for children.
- The childminder interacts with children very well. She gets down to their level and joins in their play to help them to learn. The childminder follows children's interests, such as singing nursery rhymes. Children have fun using musical instruments and readily request their favourite songs to sing and dance along to.
- Overall, the childminder supports children's communication and language skills well. Younger children talk about going shopping and older children confidently speak in sentences. However, on occasions, in her enthusiasm, the childminder does not give enough time for children to respond to questions. This impacts on children's thinking skills and opportunities to share their ideas even further.
- The childminder knows children well and she plans activities to build on their knowledge. For example, children become excited to see birds in the garden. This leads to a topic for further learning, which helps children to learn about the world around them.

- Children spend plenty of time outdoors. They have fun filling and emptying containers with water as they learn about volume and capacity. However, at times, the childminder's questioning does not provide sufficient opportunities to further extend children's understanding about numeracy and mathematical language.
- The childminder supports children's early reading skills and knowledge about diversity. For instance, books that show differences in people are easily available to children and are regularly used. The childminder also sends individual bags of books home to help to support children's interest in books and the good partnership with parents.
- The childminder works closely with parents to ensure that children are provided with nutritious snacks and meals. She shares information gained from webinars about how they can work together to encourage children to eat a wider variety of food. This helps to promote children's health and well-being.
- Parents speak highly of the friendly childminder and the home-from-home environment that she provides. They say that their children are always happy when they collect them. Parents appreciate the continuous information that they receive about their children's care and development.
- The childminder works tirelessly to build partnerships with other settings that children attend. She shares information about their care and the progress in their learning and development. This helps to strengthen the consistency in the support that children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows what to do and who to contact if she has concerns about children's welfare. The childminder attends child protection training to help to keep her knowledge and procedures updated. She has a detailed policy with a broad range of information, which is regularly reviewed. The childminder provides well-maintained and well-organised areas in her home. She ensures that children are closely supervised, without making them fearful. The childminder teaches them how to be safe when walking to and from school and when on outings, such as visits to the beach.

What does the setting need to do to improve?

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

- provide children with more time to think, answer and respond to questions in order to help to develop their thinking skills and language even further
- extend the use of mathematical language to develop children's early understanding about the meaning of numbers.

Setting details

Unique reference number	EY411880
Local authority	West Sussex
Inspection number	10228532
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	2 to 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 January 2017

Information about this early years setting

The childminder registered in 2010 and lives in Angmering, West Sussex. She operates her service all year round from 7.45am to 6pm on Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- This was the first routine inspection the setting 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 carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The childminder and the inspector discussed an activity and the impact on children's learning.
- The inspector read written feedback from parents and took their views into consideration.

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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