

Childminder report

Inspection date: 22 March 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

Children in this setting are happy, safe and secure. Relationships are warm and trusting. Young children happily climb on the childminder's lap to look at a book. Children confidently choose their own toys and activities, engaging happily with each other and with the childminder. For example, they invent a game together where they count to three and drop a ball through a hole to see which one lands first. The childminder has high expectations of what children can achieve and this helps children to have positive attitudes to learning. They can concentrate for periods of time in line with their age. For example, babies are absorbed in pressing buttons to see what happens and what sounds they make. Children behave well and share. They take turns to add pieces of train track and share the engines to push round the track. Children work together to make decisions about where the station and bridges should go. They learn to be independent, understand and follow established routines. For example, they unfasten and take off their own shoes, carefully placing them next to each other in the designated space. Before eating, they know that they must wash and dry their hands, 'to stop germs'.

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

- The childminder repeats words and phrases back to children to help support their speaking and listening skills. She effectively fosters their understanding of mathematical language. For instance, she supports them in recognising common shapes, such as circles. She encourages children to apply this knowledge in their play, such as building circles out of the train track. The childminder uses open-questions to encourage children to speak in full sentences. However, at times, she does not give children enough time to formulate their responses and express their ideas, before she makes a suggestion.
- The childminder has built strong partnerships with parents. Parents are involved in their child's learning. They know what children's next steps are and are given advice as to how they can help to support these at home. Parents appreciate the daily diaries the childminder provides, which detail the activities children have participated in, and enjoyed, during their time in the setting.
- The childminder establishes children's starting points and plans suitable activities to support their good progress. However, occasionally, she does not provide a wide enough range of activities to support identified next steps. For instance, she provides few activities for children to practise mark making to help support their fine motor skills. Where there are gaps in learning, the childminder discusses these with parents and, where necessary, seeks external advice.
- Children benefit from regular trips to the park, where they enjoy ball games and climbing activities in the fresh air. This helps to support their physical development. The childminder provides healthy snacks for children to eat during the day. Their parents provide a healthy packed lunch.

- The childminder is reflective about her practice. She has undertaken a range of additional training courses to improve her skills and knowledge. The childminder has plans to reorganise her garden to facilitate children's physical development and their understanding of the world.
- Children enjoy stories. Very young children explore the feel of different textures and listen to the sounds the animals make in popular books. Older children begin to sequence a story, recognising which animal appears first. They remember that owls only come out at night. Children of all ages laugh with pleasure as they make the different animal noises.
- The childminder develops appropriate links with schools and other settings. She shares information about children's learning and progress and this helps to provide a consistent approach to their education and care. Children are well prepared for school. The childminder ensures that they can manage their own personal care and have good social skills.
- Following the COVID-19 pandemic, the childminder continues to follow the guidance about sanitising and more regular handwashing. She noticed that some young children, born in that period, were less social. She takes children to different local groups to help to foster their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm and understands her responsibilities to do so. She ensures that her training is up to date. The childminder can recognise the signs and symptoms of a child who may be at risk of harm, including from radicalisation, social media or threats that may be present within the community. She knows who to contact in the event of any concerns she may have about a child's safety or welfare. The childminder risk assesses her premises each day to ensure that children are safe in her care. For example, she has closed her garden temporarily due to damage to boundary fences caused by recent storms.

What does the setting need to do to improve?

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

- allow children more time to process their thoughts and make a response to questions, to help them think and use their ideas more
- provide a wider range of activities to support the development of fine motor skills.

Setting details

Unique reference number	EY420596
Local authority	West Sussex
Inspection number	10228553
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 11
Total number of places	5
Number of children on roll	12
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2010. She lives in Durrington, near Worthing, West Sussex. She provides care Monday to Friday from 7.30am until 6pm, all year round, excluding bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jill Thewlis

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the setting.
- The childminder showed the inspector around the premises and discussed the planned educational activities.
- The inspector and the childminder jointly observed children at play and discussed their learning.
- The childminder explained to the inspector her responsibilities in keeping children safe and how she fulfilled these.
- The inspector viewed documents relating to record keeping, suitability and safeguarding procedures.

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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