

Childminder report

Inspection date: 20 October 2022

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 are happy, confident and settled with the childminder. They are independent. For example, they choose their own play with confidence. Children have a positive attitude towards their learning and enjoy the variety of engaging experiences that the childminder carefully plans for them. For example, when children enjoy singing and music, they go on to learn about words that rhyme. Children enjoy visiting a wide variety of places of interest. For instance, they learn about different types of wildlife during visits to the country park. Children are excited to bring their imagination alive. For example, they kindly make the childminder 'tea' as they 'cook' in their 'kitchen'.

The childminder is a positive role model and makes sure that children know what is expected of them. Children are polite and behave well. If children attend the childminder on their own, they have good opportunities to gain confidence and social skills in larger group situations. For example, they visit toddler and childminding groups. Children learn about the benefits of healthy lifestyles. They talk about the importance of brushing their teeth to keep them clean and healthy. Children are keen to tend to their allotment and talk about the variety of healthy fruit and vegetables that they grow there.

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

- The childminder gets to know individual children well. This includes their personalities and what makes them unique. This helps her to plan activities that she knows will motivate children to learn. The childminder establishes positive relationships with children. They have a good sense of belonging and enjoy her company. For instance, they initiate hugs and play games happily with her.
- The childminder uses effective ways to review her practice. For example, at the end of each day she reflects on how much children have enjoyed the learning experiences she has provided. She includes parents and children's ideas into her activity plans. This helps them feel included and valued.
- The childminder attends some beneficial training. For instance, she has attended recent safeguarding training. However, she does not currently use more effective ways to promptly highlight and recognise any areas of her knowledge and practice that would benefit from strengthening. The childminder does not use fully beneficial ways to extend her own professional development to benefit her practice. Therefore, she does not keep up to date with new developments and ideas swiftly to enhance children's good learning experiences even further.
- The childminder builds and maintains positive relationships with parents. She communicates with them daily and keeps them fully involved and informed about their children's learning and achievements. For example, she routinely shares photographs and videos of what children have enjoyed participating in.

- Overall, the childminder has a good knowledge of all areas of learning and supports all children to make good progress. Children have access to outdoor play daily. For example, children enjoy bug hunting and planting activities. However, children do not consistently receive enough physical challenge on a regular basis.
- The childminder supports children to develop good communication skills. Children are confident to sing songs and share their ideas during imaginative play. The childminder reinforces the correct pronunciation of words and builds on their sentences. Children have time to think and then respond to the thought-provoking questions that they are being asked.
- The childminder provides children with a wide range of opportunities to learn about other people outside of their own communities and experiences. This includes languages and traditions of other cultures. For example, children enjoy talking about different festivals, such as Diwali. They learn words in other spoken languages, such as 'hello' in Filipino.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs of abuse, so she has the ability to highlight potential issues with regards to children's safety. She knows who to contact in order to seek advice and follow up any concerns about children. The childminder carries out thorough risk assessments. She is aware of how to identify any potential hazards. For example, she ensures that children remain safe on outings. Children learn how to keep themselves and others safe. They follow the rules and boundaries and know what is expected of them. This includes knowing that they hold hands with the childminder when they cross the road.

What does the setting need to do to improve?

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

- extend ways to develop professional development and understanding even further to benefit future practice
- build on children's opportunities to develop more challenging physical skills more consistently.

Setting details

Unique reference number	EY426145
Local authority	West Sussex
Inspection number	10228566
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2011. She is located in Horsham, West Sussex. The childminder cares for children from Monday to Thursday, from 8am to 5.30pm and Friday from 8am to 5.30pm, all year around. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

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 provider.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

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 2022