

Childminder report

Inspection date: 4 July 2024

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

The childminder creates an environment where children can play and learn in safety. She understands the children and their needs, and she uses this knowledge to plan a curriculum that stimulates and challenges the children. The resources engage the children well, and as children play, the childminder encourages their communication and listening skills. The childminder provides them with a wide variety of experiences, in her home and in the wider community, to build on their current skills, age and development. Children are supported to become competent and successful learners with a 'can-do' attitude. All children make good progress in their learning and development.

The childminder has built extremely special bonds with the children. They settle quickly and confidently and turn to the childminder when they need support. Children have their favourite toys available for them when they arrive and they quickly settle down to play with them. They enjoy giggling and interacting with the childminder as they share how they manoeuvre trains around the track and seek support to re-attach the bridge to the track when it becomes detached. During these interactions, the childminder encourages children to talk and introduces new words to extend on their vocabulary. She also introduces colours and shapes, as this is an area she is also working on with the children. The childminder builds further on these areas as she encourages children to create pictures with stickers. She encourages them to peel the backing off and stick them onto the paper, sharing the shape, colour or image that is on the sticker as they do this. Children play well together and generally share and take turns well.

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

- The childminder makes regular observations and assessments of what children know and can do. She makes good use of the information to plan for their individual next steps in learning. The childminder shares her formal written assessments with parents and updates them daily on what their children have done in the day, their daily well-being and any new next steps in learning that she identifies.
- Children enjoy their time with the childminder and the life experiences she provides to build on their learning and development. For example, children recall with glee how they went on a train to the beach and how they made sandcastles using spades and their hands, and paddled in the water, which was cold.
- The childminder notices when children may need extra support in aspects of their learning and development, and is quick to provide targeted assistance to help them. She makes sure that all children are included in activities, and differentiates her interactions and resources to provide challenge for those who need it while also ensuring all children enjoy and can engage in them.

- Partnership with parents is good. Parents' written testimonials state how the information shared by the childminder keeps them well informed about their child's day and learning. They state that she provides a 'home from home' and a welcoming environment that their children enjoy attending. Information they receive shows how well their children are making progress in the childminder's care, and they appreciate the details that she shares with them so they can support this learning at home as well.
- The childminder shares with children her rules and boundaries and how they can keep themselves safe during their play. Overall, children behave well for their age. When incidents occur, the childminder is calm and shares why an action is not appropriate and gives children time away to calm down and reflect. However, some children struggle to understand how they are feeling. The childminder is considering ways to assist them to gain an awareness of how to self-regulate themselves to support their emotional well-being even further, but this is still being embedded in practice.
- The childminder reflects on her provision. She holds discussions with her childminding colleagues, reads information and attends online training to keep her early years knowledge up to date. For example, she has identified how learning additional ways to communicate could support her practice and the children, and is commencing a sign language course. Following a recent incident, the childminder has completed a review of the information she seeks from parents and updated it to ensure it is robust in the questions it asks. She has also put additional measures in place to ensure that children remain safeguarded on outings.
- Children enjoy a range of activities the childminder initiates that give them the chance to link up with the local community and have new social experiences. The childminder encourages children to socialise with others at local groups or on trips with childminding friends and their children. Children have many opportunities to develop their personal, social, emotional and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children in gaining a greater understanding of their emotions to help them become more aware of their feelings and build on their levels of self-control.

Setting details

Unique reference number	EY426939
Local authority	West Sussex
Inspection number	10350943
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	1 to 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	18 September 2018

Information about this early years setting

The childminder registered in 2011. She lives in Horsham in West Sussex. The childminder cares for children each weekday throughout the year, from 7.30am to 6pm, except for planned family holidays and bank holidays.

Information about this inspection

Inspector
Anne Nicholson

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of parents' written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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