

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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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 have strong bonds with the childminder. They happily explore their environment and benefit from consistent routines that reassure them. Children are excited to take part in interesting activities that the childminder provides, such as making fish shapes following on from 'The Rainbow Fish' story. Children exclaim, 'It's all sparkly, look at my fish!' as they proudly show their picture to a visitor in the home.

Children have good behaviour and are kind and considerate. For example, they politely ask the childminder to pass resources and they patiently take turns. Children listen well to the childminder and become engrossed in activities. For example, they learn about how to look after their teeth when role playing being at the dentist with the childminder. Children learn how to brush their teeth correctly while they excitedly talk about an upcoming visit to the dentist.

The childminder is ambitious for children and plans stimulating activities so that children develop a good range of skills. For example, children stretch up high to paint letters and numbers that they are learning about, on a garden fence. 'A is in my name and I am 2!' one child comments. Children enjoy being active and persevere with difficult tasks, such as throwing hoops during a game of quoits.

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

- The childminder supports children's behaviour effectively. She supports children who are showing signs of being tired and fractious by helping them to understand about their feelings and emotions. The childminder is an excellent role model. She provides plenty of praise when children do the right thing.
- The childminder provides opportunities for children to be independent, such as putting their own coats away and getting ready to go outside. However, she does not consistently support children to be independent during snack and lunchtime routines by allowing children to cut up their own food and pour their own drinks.
- The childminder helps children with transitions such as going to pre-school. She passes on important information about the children, which helps support their emotional development during the days they attend other settings. For example, children are comforted with a small soft toy and sing a 'brave bird' song with the childminder as they arrive at pre-school.
- The childminder has sound knowledge on how to support children who may be at risk of falling behind. She has procedures in place that give targeted support, such as talking to and sharing observations with parents or speaking to other professionals who can arrange advice, support and individualised learning plans.
- Partnerships with parents are strong. They mention that the childminder

provides a 'home-from-home' environment and that children are excited to attend the setting. In written testimonies, parents mention about the healthy foods the childminder provides for their children, and how they are kept informed about the information on what their child is learning. This helps parents to support children with their learning at home.

- The childminder knows the children well and what they need to learn next. She has a focus on children's interests. For example, the childminder plans an adult-led activity to support a child's emerging interests with colours by introducing coloured sand to pour into small bottles. However, there are several times, during activities, that the childminder does not use effective questioning skills to encourage children to problem-solve for themselves and think about what might happen next.
- The childminder supports children to learn about the wider community and practise their social skills. They regularly visit playgroups and farms, and they go on daily walks in nearby countryside. Children have the opportunity to mix with other children and benefit from different experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she is up to date with her safeguarding knowledge. She has a good understanding of her local safeguarding partnership procedures. The childminder is able to describe signs and symptoms of abuse, including those of extreme views and female genital mutilation. The childminder has robust procedures in place to make sure children are safe in the setting. Her home is clean and well organised to prevent accidents from trips. The outside space has been adapted to make sure that children are always safe. For example, the childminder has installed fencing around the areas that are out of bounds and placed activity planters to cover the sharp edges of a wall. She supervises children vigilantly at all times.

What does the setting need to do to improve?

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

- provide opportunities for children to gain independence skills, such as cutting up food and pouring their own drinks
- develop questioning techniques to support children to increase the use of their problem-solving skills.

Setting details

Unique reference number	EY430562
Local authority	West Sussex
Inspection number	10228580
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 2
Total number of places	2
Number of children on roll	2
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2011. She lives in Burgess Hill, West Sussex. The childminder has a childcare qualification at level 3. She provides care for children between 8.30am and 5.30pm, Monday and Thursday, all year round.

Information about this inspection

Inspector

Tina Lambert

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 childminder.
- The inspector carried out a joint observation and evaluation of an activity with the childminder and they discussed their findings.
- The childminder showed the inspector the areas of her home that are used for childminding. She discussed the different activities that she provides to support children's learning and development.
- The inspector looked at a selection of documents, including registers, suitability checks, insurance certificates and safeguarding policies.
- The inspector and the childminder discussed the curriculum that the childminder provides and how this is delivered.

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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