

Childminder report

Inspection date: 22 October 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children explore the safe, cosy environment provided by this nurturing childminder. They are self-assured and feel at ease in her home. Children show a great deal of confidence and curiosity as they navigate the environment and select from appealing play activities. They have opportunities to build on their experiences and develop the skills that support them to learn. For example, children learn new vocabulary, such as 'pumpkin' and 'toadstool', as they learn about autumn. Babies and toddlers enjoy interesting sensory activities, such as exploring crunchy leaves. They listen carefully to the sounds they make as they bang logs together. Learning is enjoyable. All children are completely absorbed in their play and make good progress.

Children respond very well to the childminder, who is friendly and caring. She notices when they are tired, hungry or need a nappy change, and she responds quickly to their needs. Babies and toddlers go to her for reassuring cuddles and include her in their play. She uses gentle reminders of her clear expectations. Children behave well. They are kind to others and learn how to take turns. Children are encouraged to persevere as they practise tasks such as putting on their shoes. They show pride in their achievements, such as when they complete jigsaw puzzles.

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

- The childminder has a wealth of books which she uses well to motivate children's learning. She skilfully uses age-appropriate books with flaps, sounds and textures to capture toddlers' attention. They show their developing literacy skills as they remember previous stories and later 'read' books independently.
- The childminder observes children carefully. She allows children time to develop their own play before adding challenges to extend their learning. However, occasionally, she adds too many resources and different ideas to the play. This confuses the younger children and disrupts their learning.
- Children develop skills they will need for their future learning at nursery or school. They strengthen their core and finger muscles so that they can sit on a chair and hold a pencil for writing. Children learn mathematical concepts and language as they play. For instance, using the props for the 'Dear Zoo' story, they find the long snake, the tall giraffe and sort the animal packing boxes by size.
- The childminder uses clear speech to talk about children's play and help them link words and actions. At times, the childminder uses too many words in conversation for the babies and toddlers to process. This does not consistently encourage their developing speech and language skills.
- The childminder knows the children extremely well. She confidently talks about

their abilities, likes, dislikes and family backgrounds. The childminder recognises what children can already do. She knows what is next in their learning and development and quickly identifies when children need additional support. The childminder works closely with other professionals, such as health visitors, to help to ensure that children's needs are met.

- Children benefit from regular exercise and fresh air in the garden or through a wide range of outings. They learn, through first-hand experiences, about the wider world and begin to understand the differences between people. For example, children visit the local farm that gives employment to people with disabilities. They develop good social skills as they meet with other childminders and their children at soft-play centres or the beach. The childminder uses these enjoyable activities well to encourage further learning.
- The childminder is committed to her role and her ongoing professional development. She makes good use of online courses to keep her knowledge and skills up to date. She meets with other childminders to share new ideas. This helps her to continually make improvements to the provision.
- Parents praise the childminder highly for her care of the children. They like the flexible sessions which suit their shift patterns at work. The childminder shares regular information about children's progress, including a progress check for children aged between two and three years. She gives support to parents to help them with children's milestones, such as toilet training or weaning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are important to the childminder. She uses effective methods to help children stay safe and healthy. The childminder ensures that 'finger food' for toddlers is cut to avoid choking hazards. Children follow good hygiene routines from a very young age. They wash their hands when needed and use their own towels. The childminder keeps her knowledge of child protection issues up to date. She has an excellent understanding of the procedures to follow if she has any concerns about a child's welfare. The premises are secure and well maintained.

What does the setting need to do to improve?

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

- improve teaching skills so that learning intentions are consistently clear and precisely matched to children's learning needs
- increase knowledge of how to strengthen babies' and toddlers' early speech development further.

Setting details

Unique reference number	EY432525
Local authority	West Sussex
Inspection number	10132616
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	4
Number of children on roll	5
Date of previous inspection	26 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Worthing, West Sussex. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant early years qualification at level 4.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children and considered the impact on children's learning.
- The inspector spoke to children to find out about their time at the childminder's home.
- Parents shared their views of the childminder's provision with the inspector.

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 2021