

Childminder report

Inspection date:

8 November 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

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 thrive in this nurturing and inspiring environment. They are highly motivated by the attractive activities indoors and outdoors, designed to meet their interests and learning needs. Children make choices and show great confidence as they play with their friends and the attentive childminder. For example, children join in familiar songs and excitedly dance to music. All children, including those with special educational needs and/or disabilities (SEND), are fully included by others as they share instruments to play and find colourful pom-poms to shake.

Children behave exceptionally well, follow the respectful behaviour of the childminder and ask politely when they need something. Children are caring and even the youngest show extraordinary consideration for others. For example, they ask if other children need help to put on coats. They sympathetically avoid conflicts with sharing by finding alternative toys.

Children benefit greatly from regular outings into the world around them. For instance, they learn about the changing seasons and have fresh air and exercise in the woodlands. Children find books about autumn in the local library and buy seeds in the garden centre. They meet a range of other people and learn about the similarities and differences between themselves and others.

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

- The childminder provides a series of sessions to help children settle when they first start with her. She finds out about their interests and learning needs. The childminder consistently shares information with parents about how their children are progressing. Parents say their children are 'flourishing' and 'happy'. They feel that the childminder helps children to manage their own behaviour extremely well. Children behave very well at home as a result.
- Children build strong relationships with the caring childminder. They happily include her in all their games. Children understand and easily follow the childminder's clear expectations and routines. For example, they wait patiently to wash their hands before snack time. They clear away toys when they have finished, often without being asked. The childminder listens carefully to them and responds quickly if they need a nappy change, are hungry or tired.
- Children take the lead in their play. The childminder plays alongside them and extends learning through timely questions and suggestions of additional activity. For example, children explore play foam, talk about the colours and feel the weight with their fingers. Some use big or small brushes to foam paint the garden fence and develop arm and hand control. Children choose to add toy animals to the foam and use their imagination as they make up a story about them. Children have fun and learn with great interest in everything they do.

- The childminder uses praise effectively, to recognise children's achievements and build their self-esteem. She helps them to understand that it is alright to get things wrong and encourages them to keep trying. For instance, children persevere at preparing their choice of fruit for snack time. Young children are very proud when they succeed in peeling oranges. Children develop good independence and extremely positive attitudes to learning.
- The experienced childminder supports children's speech and language development well. She repeats words clearly and teaches children new descriptive vocabulary to use as they play. For instance, children exploring the feel of toys say they are 'squashy' or 'scratchy'. They learn new words, such as 'cross' or 'surprised', to describe their emotions as they look at different pictures of faces.
- The childminder's practice is completely inclusive and she supports children with SEND very well. Good partnerships with parents and other professionals, such as speech therapists and occupational therapists, help to ensure all children are provided with the support they need. Children make very good progress. They are well prepared for the next stage of their education.
- The childminder has a positive attitude to improvement. She opens her playroom to a local group of childminders. They share training such as safeguarding and ideas to support children's learning and development. However, the childminder does not fully evaluate her own professional development needs and plan opportunities to develop the good teaching and challenge children's learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She is alert to the signs that may show a child needs help and knows the relevant agencies to contact for guidance or to make a referral. The childminder completes regular training to update her knowledge and understanding of safeguarding issues and first aid. She helps children learn to keep themselves safe. For example, they learn to negotiate the small step in her garden. She ensures her home is safe and secure and is vigilant in her supervision of children.

What does the setting need to do to improve?

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

- focus professional development opportunities more precisely to help develop teaching and challenge children's learning further.

Setting details

Unique reference number	EY451562
Local authority	West Sussex
Inspection number	10228724
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Worthing, West Sussex. The childminder cares for children from 8am to 5pm on Monday to Wednesday, throughout the year. She receives funding to provide free early education for children aged three and four years. She holds a suitable level 3 qualification.

Information about this inspection

Inspector

Sue Suleyman

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 provider and has taken that into account in her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector viewed a sample of documentation and checked the childminder's suitability to work with children.
- The inspector spoke to some parents, read feedback from others and took their views into account.

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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