

Childminder report

Inspection date: 5 February 2020

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

Children are happy, safe and settle quickly into the warm and inviting environment that the childminder provides. Children clearly enjoy their time with the childminder and include her in their play and activities. For example, they were keen to show her how they could complete jigsaw puzzles independently and relished the praise of 'high fives' that she gave them. The childminder values children's individuality and celebrates it within her home. For example, there are a range of photographs showing the activities and outings that children have been on. Children enjoy looking at these with the childminder and confidently recall specific details about what they did.

Children behave very well for their age. They show exceptional kindness and consideration towards each other and understand that they need to share and take turns, which they do without prompting. The childminder is a positive role model. She treats children with respect and takes time to listen to their thoughts and ideas. The childminder talks frequently about what type of behaviour is expected of children and this helps them understand her high expectations.

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

- The childminder supports children's developing communication and language skills effectively. She skilfully adapts her level of questioning to suit each child. For example, when children tried to fit puzzle pieces together, she asked older children to try and describe the shape. Children used words such as 'pointy' and 'circle'. When younger children said some words that were not pronounced correctly, the childminder praised them for their correct answer but repeated the words correctly for them to hear.
- The childminder makes the most out of spontaneous learning opportunities. For example, when children were out in the garden, they noticed a worm and were excited to see it in the soil. The childminder picked it up to show children how the worm moved and asked them if they could do the same. Children wiggled and laughed with the childminder before they discussed where they should put it. Children showed kindness and consideration towards the worm and knew that it should be put back safely in the soil.
- Children are highly independent and confidently explore and lead their own play. The childminder provides exciting and engaging activities which help motivate children to take part and learn. However, occasionally the childminder is too quick to change the direction of children's learning and tries to introduce something new or further challenge. This can interrupt children's play and stop the development of their chosen learning.
- Children spend a lot of their time outside which helps provide them with opportunities to be physically active and learn about the world around them. For

example, in the garden children enjoyed exploring mud and filling their previously decorated plant pots with soil before planting a bulb. Children also benefit from various outings within the local area. For example, they visit the marina, beach, woodlands and the library.

- Children develop a real love of books which is nurtured by the childminder. Children enjoy snuggling up to the childminder and choose their favourite books for her to read. The childminder reads with enthusiasm and asks a range of questions throughout the story, which successfully involve children and keep them engaged. Children follow the story with ease and point to characters on the page as well as taking it in turns to press buttons and turn the pages.
- The childminder has a secure knowledge and understanding of how children learn and how to support their progress effectively. Observations and assessments of children's learning are precise and their next steps provide good levels of challenge. Any slight gaps in children's development have been identified immediately and plans put in place to help close them. All children are making good progress in their development as expected for their age.
- The childminder is highly reflective. She completes her own evaluations and recognises what she does well and what she could improve on. For example, she would like to introduce more permanent resources in the garden such as a sandpit, mud kitchen and vegetable patch.
- Partnerships with parents and other settings that children attend are good. The childminder understands the importance of sharing information with everyone who is involved in children's development. This helps to provide a consistent approach to their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role in protecting children from possible harm. She has a clear knowledge of possible signs that may indicate children are at risk of harm and the procedures to follow should she have any concerns. The childminder keeps her knowledge up to date by accessing online training and completing webinars. The childminder supervises children effectively and completes risk assessments on all areas of her home. She is aware of possible risks and puts measures in place to minimise these. For example, she has safety gates at the bottom of the stairs.

What does the setting need to do to improve?

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

- give children more time to explore their chosen resources before introducing something new, to help them get the most out of their learning and develop even better concentration.

Setting details

Unique reference number	EY456690
Local authority	West Sussex
Inspection number	10075329
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	22 June 2016

Information about this early years setting

The childminder registered in 2012 and lives in Chichester, West Sussex. She is a qualified teacher in early years. The childminder operates her service on Wednesday and Friday from 8am until 6pm, for 48 weeks of the year.

Information about this inspection

Inspector

Hannah Barter

Inspection activities

- The childminder and inspector discussed the environment she provides for children and how it helps to promote all areas of learning and development.
- The inspector observed and assessed the quality of the childminder's activities and interactions with children.
- The inspector took into account the views of parents through written feedback that they provided.
- The inspector viewed all areas of the home that children have access to.
- The inspector sampled a range of written documentation, including children's development records, policies and procedures, and risk assessments.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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