

Childminder report

Inspection date: 19 April 2022

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 form good relationships with the childminder. They call his name excitedly to tell him what bugs and creatures they have found in the garden. Children show care and concern for living things and learn about the natural world. For example, they use leaves to build beds for slugs and are proud of their efforts. Children behave well. They form friendships from a young age and giggle with delight as they play together cooperatively. Children follow the rules within the setting, which helps to keep them safe. For instance, they are reminded to walk inside or they will fall over.

Children learn through play-based experiences. The high-quality learning environment is arranged so that children can self-select the resources they would like to play with. Children make good progress in their learning and are well prepared for the next stage in their education. They enjoy playing imaginatively in the garden playhouse. They pretend to cook, using baskets and play food to carry around their shopping. Children particularly enjoy playing outside. They listen to the sounds they can hear in the environment and ask the childminder what noises they can hear.

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

- Partnerships with parents are good. The childminder prides himself on supporting parents and recognises the important role parents play in their child's education. Parents describe their child as 'flourishing in the care of the childminder' and state that they are happy with the progress their children make. The childminder has not yet established effective partnerships with other settings that children attend, to ensure continuity of care for the children.
- The childminder and his co-childminder regularly review what is working well and identify areas for improvement. They are committed to making ongoing changes to develop the provision further. For example, following research on different early years approaches, they adapted the environment and purchased new resources to spark children's curiosity.
- The childminder has a robust procedure for settling new children into the setting. He works with the parents and gradually builds up the children's time in the setting. This helps children to become familiar with the childminder and leads to them feeling secure and safe.
- Children enjoy receiving praise for their achievements. This helps to build their confidence and self-esteem. Children know how to ask for help. When younger children need support, they make sounds to communicate. The childminder quickly responds and ensures that their needs are met. Children show a strong sense of self. They talk about their home lives and things that are important to them, such as their pet cats.

- The childminder has a firm understanding of what he wants children to learn. He plans his provision so that children use their innate curiosity and love of play to learn, develop and grow. Children are able to recall previous knowledge they have learned. For example, they explain that penguins keep their babies on their feet so that they do not get cold in the snow.
- The childminder provides plenty of opportunities for children to learn about the world around them. For example, he takes them on outings to the beach and local woods. This helps to support children to learn about the local community and world around them.
- The childminder has a good knowledge of the children he cares for. He monitors children's progress to quickly identify any gaps in their learning. He ensures that children with special educational needs and/or disabilities are well supported. For example, when children struggle to form friendships, he makes a conscious effort to include children in group games and activities.
- Overall, the childminder supports children's communication well. For example, he reads books with expression and asks children questions to help them to recall their prior knowledge, such as in relation to animals. However, the childminder does not fully capture opportunities to tailor his interactions with younger children, for example by using repetition and simple terms, to develop their vocabulary further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands his responsibilities to safeguard children. He is aware of the signs that a child may be suffering harm. The childminder has a good knowledge of the local safeguarding partnership procedures to follow to raise a concern about a child. He knows who to contact if an allegation is made about himself or another member of his household. The childminder is aware of wider safeguarding issues, such as domestic abuse and female genital mutilation. He records and monitors children's attendance. The childminder promotes good hygiene, such as handwashing, which helps to keep children healthy. He ensures that his home is very clean and well maintained. This helps to provide a safe environment for the children.

What does the setting need to do to improve?

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

- review systems for sharing information with other settings children also attend, to promote continuity in their care and learning
- utilise opportunities more effectively to support children's communication and language skills further, particularly for the younger children.

Setting details

Unique reference number	EY461875
Local authority	West Sussex
Inspection number	10228819
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2013 and lives in Littlehampton, West Sussex. He operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children. He holds a relevant qualification at level 3. The childminder works with his wife, who is his co-childminder.

Information about this inspection

Inspector

Jade Orosz

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 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 quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of a group activity with the childminder.

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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