

Childminder report

Inspection date: 2 May 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the childminder and her assistant. They clearly demonstrate how much they enjoy their time exploring and learning. Children benefit from an attractive and stimulating learning environment. They have free access to a good variety of resources that the childminder provides to support their learning. Children make choices and decisions about where to play and what to play with. They are self-motivated to play and learn.

Children show they feel safe with the childminder and her assistant. They approach them for cuddles, which are warmly given. Children laugh as they play, taking obvious delight when the childminder and her assistant play games with them. Children are learning to manage their feelings and behaviour. The childminder and her assistant are calm and positive role models for children. They help children to understand that everyone has feelings, supporting children's emotional development well.

Children listen to what is said and follow instructions. For instance, they enjoy sharing stories and listen carefully to information that the childminder tells them to deepen their knowledge. Children play cooperatively with each other. They investigate sand, use water sprayers, hunt for insects and make potions. Children communicate to each other effectively. They show positive attitudes to their learning, each other and the childminder and her assistant.

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

- The childminder has a secure understanding of how children learn. She knows what skills are important for children to develop and uses this knowledge to plan an appropriate curriculum. Older children, for example, learn about turn-taking and sharing. Younger children learn to develop their speech for communication. These skills support children to move on to the next stage in their education.
- The childminder plans activities to help children build on what they already know. For example, children who speak English as an additional language learn to count in both their home language and in English. For instance, they count the plums in the fruit basket. The childminder offers children lots of praise and encouragement. This supports their self-esteem well.
- Children are curious about the world around them. For instance, they are fascinated by a bumble bee, watching intently and from a safe distance as it flies around. The childminder and her assistant encourage children's communication skills effectively. For example, they model words and talk to children about what they can see, such as the wings on the bee. Children's learning is extended further by looking at books about bees. They benefit from positive interactions and teaching.

- The childminder and her assistant support children to develop positive attitudes to healthy lifestyles. Children enjoy a range of nutritious meals and snacks. They learn about good hygiene habits, such as washing their hands before they eat. Children have many opportunities to be active. They run, jump and balance confidently outdoors. Their physical development is supported effectively.
- The childminder and her assistant generally encourage children to be independent. Children know where to find their own shoes, for example, and pour their own drinks. Occasionally, however, children's independence is not consistently encouraged. For instance, the childminder and her assistant complete some tasks that children could manage themselves, such as fetching children's coats. Children do not consistently have opportunities to fully develop their independence skills.
- The childminder and her assistant are responsive to children's needs. At times, however, the childminder and her assistant do not encourage children to think of solutions to problems that arise. The childminder and her assistant hand out sand timers, for example, rather than encouraging children to think about how they could take turns. This does not fully support children to develop their critical thinking skills.
- Children benefit from many opportunities to see and experience the wider world. They learn about different people and places. For instance, they regularly visit their community orchard and watch the changing seasons. Parents comment very favourably about the diversity of their children's days with the childminder and her assistant.
- The childminder builds positive partnerships with other settings that children attend. She works with external professionals effectively to ensure high levels of continuity for children's care and learning.
- The childminder is a positive role model for good practice. Her assistant benefits from training and support to improve his skills. She regularly monitors his practice and encourages him to develop his knowledge further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of their roles to keep children safe. They both attend regular safeguarding training to keep their knowledge current. The childminder and her assistant know the signs of possible abuse. They understand the procedures to follow if they have any concerns about children's welfare. The childminder and her assistant both understand the actions to take if there was an allegation made against them.

What does the setting need to do to improve?

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

- strengthen opportunities for children to complete tasks they can do for themselves, supporting their independence even further
- allow children time to problem-solve and develop their own ideas, to further challenge them in their thinking.

Setting details

Unique reference number	EY463481
Local authority	West Sussex
Inspection number	10265395
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 10
Total number of places	6
Number of children on roll	27
Date of previous inspection	5 June 2017

Information about this early years setting

The childminder registered in 2013. She lives in Littlehampton, West Sussex. The childminder has a childcare qualification at level 3. She provides care for children from Monday to Thursday, 7.30am to 6pm, and on Fridays from 7.30am to 2.30pm, throughout the year. The childminder works with an assistant. She receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning. The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of her assistant and household members.
- Parents shared their views of the setting 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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