

Childminder report

Inspection date: 21 October 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 close relationships with the attentive childminder. They know what the childminder expects and follow her clear instructions without hesitation. Children behave well. They understand the familiar routines at the setting. For example, children put away their coats and shoes, wash their hands and choose a way to register their arrival. To do this they match letter shapes to their name, copy or write it on a wipe board. Children learn to recognise their name from a young age.

Overall, children benefit from the childminder's ambitious expectations and enthusiastic teaching. They are keen to participate in the interesting activities planned to match each child's interests and stage of development. Children invite the childminder to join their play. They respond well to her sensitive interactions. For instance, the childminder gently encourages children to try again as they find ways to break ice blocks and find hidden toy spiders. Children persevere well and make very good progress in their learning. Children go on a range of outings that complement their learning indoors. For example, they discuss the changing seasons with the childminder, and they learn about direction as they walk back to her home. Children enjoy fresh air and exciting activities, such as exploring pumpkins, at a regular playgroup that they attend.

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

- The experienced childminder shows dedication to her work. She helps children to make links and reminds them of previous learning in day-to-day conversation. She builds on their recent experience outdoors. For example, children stir potions into pumpkin 'cauldrons'. Younger children enjoy the sensory play as they smell bay leaves and squeeze oranges before adding them to the pot. The childminder uses this play well to teach mathematical concepts, such as counting or size. However, children have less opportunity to use their own ideas and develop imagination as they play.
- Conversations, stories and rhymes are used extremely well to support children's communication. The childminder reads expressively and uses signing and props very well to keep younger children's attention. For example, children press the buttons in an interactive story about a witch and match the toy animals she has changed into. The childminder helps children to learn new words and encourages children to watch her lips as she repeats the sounds that letters make. Children sit and listen carefully, join in rhymes and develop very good language skills.
- The childminder finds out what children know and can already do when they start. She continuously monitors children's progress. The childminder knows what they need to learn next and uses this information to build on children's

existing skills. She provides a range of exciting activities and new experiences for children.

- Children are actively encouraged to develop healthy lifestyles. For example, the childminder provides a good range of fruit and vegetables that children help to prepare for snacks. Children know the foods that are healthy. The childminder teaches children how to grow food, such as tomatoes, and recycle water for plants in the garden. Children learn to brush their teeth, using their own toothbrush and paste, after breakfast and tea.
- Children have excellent opportunities to learn about the diversity of the world around them. They play with resources and read books that help them understand the differences between people. For example, the childminder shows children how people cook in her native South Africa and teaches words in Afrikaans. She points out the Braille in familiar storybooks and explains why it might be needed.
- The childminder quickly identifies children who may need additional support. She works with other professionals, such as the speech therapist, to help meet children's needs. The childminder has a strong relationship with the schools and nurseries that children also attend. This enables her to provide good continuity of care.
- The childminder forms trusting relationships with families. She gives regular information about children's progress. The childminder shares positive strategies, gained through her recent training, to help parents manage children's behaviour. She offers suggestions that parents can use to continue children's learning at home. This contributes to children's very good progress.

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, she teaches children to respond quickly to her instructions and to be aware of traffic dangers as they walk to school. 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:

- allow children more opportunities to use their own ideas and develop their imaginative skills as they play.

Setting details

Unique reference number	EY468906
Local authority	West Sussex
Inspection number	10228850
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2013. She lives in Shoreham, West Sussex. The childminder cares for children from 7am to 9am on Monday and Thursday and from 7am to 5.30pm on Tuesday, Wednesday and Friday, throughout the year. The childminder has a suitable level 3 qualification. She receives funding for free early years education for children aged two, three and four years.

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 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 observed interactions between the childminder and children.
- The inspector viewed a sample of documentation and checked evidence of the childminder's suitability.

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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