

Childminder report

Inspection date:

31 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children enter the setting confidently. They spend time happily chatting to each other on arrival. Children develop a sense of right and wrong. They learn about acceptable behaviour and boundaries, as they contribute to the 'code of conduct'. This supports them to take ownership of their actions. As a result, children are developing important social skills. Children respond to each other with kindness and respect as they show an awareness of the needs of others. For example, older children recognise that some younger children need support. They respond with care as they invite young children into their play.

Children enjoy lots of opportunities to enhance their communication skills. The childminder utilises general conversation to extend children's language regularly. For example, children happily talk about what they are doing as they make a picnic tea. Children benefit from an array of exciting opportunities, which capture their interest. They display good attitudes to learning as they concentrate on purposeful activities. For instance, children show excellent hand-eye co-ordination whilst using marker pens. They focus on the task at hand for long periods of time, drawing rabbits and chicks on eggs. Children, including those who have English as an additional language are making good progress from their starting points.

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

- The childminder seamlessly works alongside a co-minder. Together, they plan a range of activities that focus on children's individual needs. They are clear on what they want children to learn and reflect on their effectiveness well. They demonstrate excellent knowledge of how children learn. The childminder and her co-minder provide a wide range of opportunities to extend children's awareness of the world. For example, they host tea parties for older people, adopt animals and show excitement as they care for ducks that visit the setting. They sensitively discuss those that are less fortunate than themselves and the importance of giving.
- The childminder shows a good understanding of keeping children safe. She has systems in place to help minimise any potential hazards. She is aware of the need to record accidents, injuries and medicines given. Children are learning how to keep themselves safe and healthy. For example, they learn about water safety as some children live by the sea. Before making a snack for tea, children put on their own aprons and wash their hands. They take care using knives to slice cucumbers and spread butter on bread. Children enjoy serving themselves and chatting about their meal with friends.
- Children are learning how to keep their bodies healthy. They have access to healthy balanced snacks and spend lots of time outdoors. Children contribute to

growing their own vegetables and pick apples and plums from fruit trees in the garden. They have lots of opportunities to develop their motor skills as they ride bikes, scoot, and throw balls to each other.

- Children developing an understanding of what makes them unique. For example, the childminder and co-minder fully support children to express their individuality, whilst challenging stereotypes. Children learn about other communities and cultures. They help plan a calendar of festivals and celebrations. Children eagerly share special events with each other, bringing meaningful items from home. Children are developing a secure strong sense of self as a result.
- The childminder creates various informative COVID-19 safety guidelines and risk assessments. This ensures children and parents remain safe. She recognises the impact the pandemic has had on some children. For example, limited contact with other children and adults. She takes this into consideration as new children start. The childminder places great importance on her professional development. She updates her practice and skills regularly to enhance children's experiences.
- The childminder works in partnership with parents. She shares information about children's learning and well-being. Parents receive weekly and termly newsletters informing them about up-and-coming events and activities. The childminder gathers information from parents and professionals. This includes those with special educational needs and/or disabilities (SEND). This enables them to fully support children's individual needs. Parents speak very positively about the care and opportunities children receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of how to recognise and report any child protection concerns. She regularly updates her training to further support her understanding of safeguarding.

Setting details

Unique reference number	EY480991
Local authority	West Sussex
Inspection number	10228928
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	5 to 11
Total number of places	19
Number of children on roll	37
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Chichester, West Sussex. She offers before- and after-school care during term time only. The breakfast club operates from 6.30am to 9am. The after-school club operates from 3pm to 6.30pm. The childminder holds an appropriate childcare qualification at level 3. She works alongside another childminder.

Information about this inspection

Inspector

Teresa Colburn

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 tour of the premises used by the children, viewed resources and discussed the intentions for the children.
- The inspector discussed with the childminder how she intends to deliver the educational programmes for children.
- The inspector checked evidence of the childminder's qualifications and suitability and looked at policies and documents that the childminder uses.
- Parents shared their views of the childminder with the inspector.
- Children spoke to the inspector about their activities and what they were doing during the inspection.

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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