

Childminder report

Inspection date: 15 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not Met (with actions)
--	------------------------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and homely environment. She nurtures children and offers them reassurance and comfort when they seem unsure of a situation, such as a visitor in the home. Children explore their environment with enthusiasm and display high levels of emotional well-being. The childminder promotes children's understanding of personal safety from a young age. For example, she ensures children have safe spaces to play and talks to them about clearing away toys to prevent falls. The childminder is an extremely positive role model and has high expectations for children's behaviour. Children are kind and use good manners. They are imaginative and confident in their environment.

Children concentrate deeply on what they choose to play with. The childminder carefully plans what she is going to offer the children each day to provide interesting activities. Children persevere with tasks that are challenging, such as fitting screws into holes and finding the correct bolt to secure them. The childminder makes suggestions for how they could succeed, without taking over the task herself.

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

- The childminder uses her observations of children's play to help identify their next steps for learning and plan exciting and interesting activities. This helps children to remain engaged and motivated. The childminder uses opportunities as they arise during play to extend and further children's knowledge and skills. For example, she encourages children to count, sort and compare items as they play. Children are developing the essential skills needed for their future learning.
- The childminder works in close partnership with parents. Parents praise the childminder for the wide range of activities their children participate in and the progress they are making. However, she has yet to develop effective partnerships with other settings children attend, to promote consistency of learning.
- Children with special educational needs and/or disabilities (SEND) are supported very well. The childminder builds positive partnerships with parents and other professionals, to help children with SEND make the best possible progress.
- The childminder is vigilant when she takes children on outings. For example, she talks to children about road safety. Children know they must hold the handlebars of the pushchair when walking to school. This helps children to develop an understanding of how to keep themselves safe.
- The childminder supports the development of children's language and communication skills well, including children who speak English as an additional language. She talks to the children and allows time for them to think and respond to questions asked, which develops their vocabulary and helps them

learn to pronounce words correctly.

- The childminder meets regularly with other childminders so that children have opportunities to develop relationships in a larger social group. Children spend time in the wider community where they meet other people and begin to recognise that they live in a diverse world.
- The childminder has a wealth of childcare experience. Overall, she reflects on her practice and evaluates her provision effectively. She listens to feedback from parents and children to help her with this process. The childminder links with other childminders to share good practice and ideas. She has kept up to date with all mandatory training. However, the childminder has not fully considered looking at a broader range of early years practice to further expand her teaching knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training to update her knowledge of wider child protection issues and practice. She understands her responsibilities to keep children safe from harm. The childminder knows what to do and who to contact if she has a concern about a child in her care. She understands the procedure to follow should an allegation be made against herself or a family member. The childminder monitors and promotes children's regular attendance effectively. She keeps her home safe for children to play in and carries out regular checks to ensure all hazards are removed or minimised.

What does the setting need to do to improve?

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

- extend opportunities to share information about children's progress with other settings they attend, to ensure more consistent learning for all children
- make the most of professional development opportunities to continually strengthen existing knowledge and further enhance the quality of teaching.

Setting details

Unique reference number	114988
Local authority	West Sussex
Inspection number	10132663
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	1
Date of previous inspection	11 April 2014

Information about this early years setting

The childminder registered in 1990. She lives in Goring, West Sussex. The childminder operates on Monday, Tuesday and Wednesday from 7.15am until 6pm, for most of the year. She provides care before and after school and during the school holidays. The childminder holds a relevant early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Shan Jones

Inspection activities

- The childminder showed the inspector around the areas of her home. She explained how she organises the curriculum to support children's learning and development.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She observed the quality of teaching during activities and assessed the impact this has on children's learning
- An observation of an activity was completed by the inspector and evaluated with the childminder.
- The inspector looked at a range of relevant documentation relating to safeguarding, evidence of suitability of persons living in the household, policies and procedures, training, and children's learning and development records.
- Parents provided written feedback about the service the childminder provides. The inspector took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020