

# Childminder report

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely happy, courteous and friendly. They are very welcoming and confident. Children demonstrate this by eagerly sharing photographs of a recent visit to the emergency services with the inspector. They demonstrate positive attitudes towards learning. Children have excellent levels of perseverance and can-do attitudes. For instance, they show great dexterity as they determine the best way to get a cap to fit the top of a tube.

Children's behaviour is outstanding. The childminder has fostered a lovely atmosphere of respect for each other and the environment. Children share and take turns with remarkable levels of maturity. Older children welcome younger children into their play, sharing their knowledge, as they offer ideas to extend and develop what they are doing. For instance, children delight as they set up a call centre with telephones and computer keyboards. They answer the telephone and type up notes, before rushing off to fight fires in their dressing-up costumes.

Children are exceptionally inquisitive. They use wonderful language to ask questions to find out more. For example, children make enquires as to what is happening to a paper towel as it soaks up different-coloured water. The childminder fosters children's sense of exploration and swiftly facilitates their emerging curiosity. For example, the oldest children extend their interest in the paper towel even further by discovering the effects that paint has on its surface. The childminder is highly skilled at knowing when to engage in learning situations. When she does, she skilfully uses commentary, highly effective questioning and modelling. This boosts children's awe and wonder and highly motivates children to learn.

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

- The childminder is passionate about her role and highly driven. She has exceptional knowledge and experience, which is highly evident in her deep understanding of children's learning and development. As a result, she has enriched her curriculum through a multitude of outings, both locally and further afield. These are based on children's interests and opportunities that children do not always have access to. For example, children visit stately homes to broaden their knowledge of art, and events to learn about Indian culture. They learn about technology and how to self-scan food which they have shopped for. Furthermore, children benefit from an abundance of fresh air as they can freely access the garden as well as enjoy trips in the local community.
- The childminder has a very calm, patient and positive manner, which helps children to feel comfortable and flourish in their independence skills. Children develop a can-do attitude as they focus intently on mastering new life skills. For

example, the youngest children are carefully supported to keep trying as they use a knife to butter their own muffin, while older children intuitively wash their hands when they are dirty and use the toilet totally unaided. This helps to ensure children have the skills to succeed when they transfer to school.

- The childminder is meticulous in frequently evaluating her provision, taking into account the views of parents and children, and improving outcomes for all children. She has incorporated new theories of play into her practice, introducing resources that promote opportunities for children to problem-solve and think more critically. Furthermore, she extensively reviews how she organises the environment. For instance, she has created an area where children have access to a range of books that are carefully selected to expose children to concepts surrounding equality and diversity.
- The childminder has been integral in the development of a local childminding association. She regularly attends the groups with the children she cares for to provide opportunities for children to develop their socialisation skills. She is also anticipating that children will be able to visit a local nursing home to further develop their understanding of people and communities.
- Children demonstrate excellent communication and language skills. Older children are very articulate and are given plenty of opportunities to express their own thoughts and opinions in a range of contexts. The childminder gives children space and time to deepen their learning by thinking critically and working things out for themselves. For instance, as children explore how to mix different tones of coloured paint, they make links in their learning. They discuss how the orange paint matches the flames of a fire and how the brown paint is like the colour of the chestnuts they saw in the woodland.
- Parents hold the childminder in high regard and say she is 'caring' and 'patient'. Children thrive in her care. Parents receive a range of information, including through the use of an online system, emails, a text service and regular conversations. They are also given information about how they can continue to support children's progress at home. For instance, the childminder has signposted parents to external opportunities that can support their children to develop their sensory play, as well as support parents with potty training ideas.
- The childminder uses a multitude of systems to monitor and track children's development. For instance, she quickly identifies gaps in children's mathematical development and introduces interesting activities to develop their use of numbers in their play and the environment.
- The childminder consistently builds on her professional development and ensures it drives forward improvements to her already outstanding practice. She seeks an array of training opportunities to enrich her knowledge and has a passion to further her qualifications. The childminder has carried out research in the field of neuroscience and emotional regulation. As a result, she has adapted her practice and further enhanced her behaviour management policy to empower children with strategies to self-regulate their own emotions and feelings.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a highly extensive knowledge of safeguarding and her role in keeping children safe. She regularly updates her own training to provide her with a very secure knowledge of the signs and symptoms of abuse, and also runs external courses to train other professionals. The childminder has an excellent knowledge of how to respond to concerns about the welfare of a child and of the local reporting processes. She has an extensive understanding of wider safeguarding concerns, including the 'Prevent' duty, the grooming of children and the impact of parenting skills on children's welfare.

## Setting details

<b>Unique reference number</b>	114634
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10136197
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	28 June 2016

## Information about this early years setting

The childminder registered in 2000 and lives with her family in Worthing, West Sussex. She works Monday to Friday from 8am to 5.30pm. Funding is accepted for the provision of free early education for children aged two, three and four years. The childminder is a qualified teacher and she holds early years professional status.

## Information about this inspection

### Inspector

Adam Hawes

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection and considered written feedback from parents.
- Statutory documentation, qualifications and policies used by the childminder were reviewed.
- During the inspection, the childminder and the inspector spoke extensively about how the early years provision was organised and how the childminder plans the curriculum and experiences for all children.

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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