

Childminder report

Inspection date: 25 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The highly experienced childminder provides a stimulating and homely environment, which children explore with great confidence. Her nurturing approach helps to create a wonderfully positive atmosphere, where children feel completely safe, secure and happy. They form extremely strong and trusting bonds with the childminder and each other and love their time spent playing together. Older children are especially kind and considerate. They independently check that younger children have got what they need, actively including them in their play. For example, as they go on an imaginary camping trip, they ask if younger children have enough space and get them cushions to lie on.

The childminder has high expectations for what children can achieve overall, and provides a broad and exciting curriculum. She focuses on giving children diverse experiences in their local community and ignites their enthusiasm to explore the world around them. For example, children regularly explore local woodlands. During the inspection, they excitedly recalled how they recently made a den with sticks and found a rabbit hole. Children also benefit from other exciting trips, such as to Arundel Castle, the fire station and an animal sanctuary, where they learn from first-hand experiences. Due to the childminder's strong support, children are inquisitive and motivated learners and are quickly gaining the skills they need to succeed in future education.

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

- The childminder knows the children very well and talks in great detail about the progress they are making and their individual development. She plans carefully for their next steps in learning and provides experiences to support and encourage their interests. For example, during the inspection she challenged children to build a den indoors and to search the home for resources to use. Children worked together extremely well, discussing how to make it, and made sure the den was big enough for them all to enjoy. The childminder supports children sensitively, and older children in particular are given lots of opportunities to solve problems. For example, they worked out where to attach the clips to keep the material in place and how many chairs they needed for the den's structure. However, at times, the childminder focuses too heavily on older children during group play. Subsequently, younger children do not receive the same very high levels of support and challenge in their learning.
- The childminder is an exceptionally strong and positive role model, and children learn to behave impeccably well. They follow her clear and reasoned guidance with the utmost respect and fully understand her high expectations. Children are extremely polite, well-mannered and considerate. They tidy away their toys, help and include each other exuberantly and listen intently to the views and wishes of

others. The childminder fosters these positive attributes in innovative ways, such as during regular visits to a retirement home. Children eagerly take their favourite toys to show the residents and learn about the older generation and their different needs.

- The childminder has a vast amount of experience but still works hard to keep her skills and knowledge ever improving. She accesses further training, researches online for new ideas and shares expertise with other local professionals. She has recently attended forest school training to extend children's outdoor experiences and has also focused on making stories more interactive. The childminder has sought expertise from local support services to help with her support for children's communication. However, she does not consistently support children's early language development to the highest levels. She sometimes misses opportunities to give young children the sounds and words they need to fully support and extend their vocabulary.
- The childminder supports children's imaginary play very well. Children of all ages delight in going on adventures together, such as going 'camping'. During the inspection, they excitedly decided to go on a summer holiday and enthusiastically packed their suitcases with sunglasses, hats, phones and toy food. The childminder joined in skilfully and helped to tuck the children in for a sleep in their tent, before reading them a 'bedtime story' about camping, building on their interest well. Children played harmoniously together and talked about their own holiday experiences, sharing their stories with great confidence. Children show excellent determination and perseverance in their play. For example, they tried and tried again as they practised throwing beanbags into a basket. Even when they failed, they kept honing their technique and celebrated with glee when they eventually got one in.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is the childminder's highest priority. She has stringent procedures in place to ensure children's safety, both within her home and when on outings. The childminder's knowledge of local safeguarding arrangements is excellent and she fully understands the signs that a child may be at risk of abuse. She has completed extensive training, and her understanding of updated legislation and wider safeguarding issues is impressive. These skills enable her to take immediate action should she have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- strengthen young children's good early language development further by consistently giving them the sounds and words they need to hear to fully extend

their early vocabulary

- adapt group activities further to fully include and challenge all children taking part.

Setting details

Unique reference number	155511
Local authority	West Sussex
Inspection number	10136300
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 2001 and lives in Worthing, West Sussex. She cares for children between 7.30am and 5pm from Monday to Friday, for 48 weeks of the year. The childminder has a relevant early years qualification. She receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The childminder and the inspector discussed the play activities and children's learning during the inspection and jointly observed children's play.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.

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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