

Childminder report

Inspection date: 2 March 2020

Overall effectiveness	Outstanding
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

The childminder is an inspirational teacher who continually uses innovative and imaginative teaching strategies to promote children's learning. She uses incisive, precise and meticulous methods to accurately evaluate what children can and cannot yet do. She uses this information carefully to plan intensive, highly focused and precise teaching methods to target children's priority learning needs. As a result, any gaps in children's learning close quickly. Those children who need extra support with their learning, and initially have low starting points, catch up rapidly and some children reach levels in excess of those typical for their age.

Children are exceptionally happy. The childminder is especially kind, caring and respectful of every child's unique qualities. She gets to know each child and family particularly well and forms very strong bonds with children. They look to her confidently for comfort and reassurance. Her quiet, calm disposition means children feel exceptionally happy, safe and relaxed in her care. They thoroughly enjoy the close interaction they have with her as she actively joins in their play and supports their learning exceptionally well. She consistently challenges children and has the highest of expectations for them. For example, when children choose games to play on the computer which are intended for those with more developed mathematical skills, the childminder still encourages children aged three years to have a go and delights in the achievements they make, for example when they correctly identify numbers up to 99.

Children's behaviour is impeccable. They are kind, polite and respectful of others. They follow the childminder's exceptionally positive role modelling and take great delight in becoming increasingly confident in taking care of their own needs. Parents are overwhelmingly positive in their praise and commendation of the childminder. Typical comments describe her as 'amazing' and 'exceptional'.

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

- The extensive, rich and diverse curriculum means children's learning is consistently of the highest quality and equips them with an extensive range of skills they need for starting school. For example, children are highly motivated to succeed. They concentrate for sustained periods and are not phased when activities are initially challenging for them. They persevere and are actively encouraged to develop high levels of self-confidence and a strong belief in their own abilities. These traits support children exceptionally well and help them to become resilient and prepared for their future learning.
- Excellent attention is paid towards supporting children's healthy development. Children frequently spend time outside and benefit from extensive exercise, fresh air and physical play. For example, they visit many places of interest, such

as the beach, forest and park. Children take an active interest in gardening as they grow their own vegetables in the childminder's garden and quickly learn where their food comes from. They make consistently healthy choices in their diet as the childminder continually teaches them about the importance of nutrition. For example, children enjoy weekly challenges to try new fruits and vegetables. This fun approach means they quickly become confident in trying a diverse range of foods, and this significantly benefits their healthy development.

- The childminder's creative approach towards teaching means children are continually inspired to try new things and develop new skills. Meticulous planning means the childminder presents new ideas to children in a fun, imaginative and engaging format. For example, very young children are supported to become highly competent readers for their age due to the fun approach used to teach them the sounds letters represent. As a result, children can read easily and confidently and follow instructions when playing games.
- The childminder is exceptionally dedicated to her role. She uses her wealth of experience to build on her practice. The childminder is extremely committed towards supporting her own professional development and keeping her knowledge as up to date as possible. For example, she reads professional journals and takes full account of recent research to enrich her provision. She networks closely with other professional childminders and together they reflect on their practice and continually identify further ways to improve. As a result, provision is consistently of the highest standard.
- Children actively learn about the importance of respecting others. The childminder is meticulous about teaching them to value each other and celebrate differences and similarities. Children continually learn about the cultural diversity of their friends. For example, as part of celebrations for Diwali, a parent visited and helped children to make Rangoli patterns. The childminder is working collaboratively with the parents of a bilingual child to read stories in dual languages and teach other minded children simple words in Polish. These opportunities significantly help children to learn about the wider world and to develop respect, empathy and understanding of the needs of others.

Safeguarding

The arrangements for safeguarding are effective.

The promotion of children's safety and well-being is the childminder's highest priority. Rigorous risk assessments for all activities and outings mean any potential hazards are minimised and children become confident in learning how to keep themselves safe. For example, on outings, they develop an excellent understanding of how to behave when walking alongside a road. The childminder has an exceptional knowledge of her duty to safeguard children. She has completed extensive training and has an impressive knowledge of the factors which may pose a risk to children, such as being exposed to radicalised views and extreme behaviours. Meticulous attention is taken towards always ensuring children are safe and fully supervised.

Setting details

Unique reference number	114573
Local authority	West Sussex
Inspection number	10136196
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 14
Total number of places	6
Number of children on roll	28
Date of previous inspection	17 November 2015

Information about this early years setting

The childminder registered in 1993 and lives in Worthing, West Sussex. She operates Monday to Thursday from 8am to 6pm, for 48 weeks of the year. Funding is accepted for the provision of free early years education for children aged three and four years. The childminder holds a level 3 qualification in early years.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the childminder interacting with children and evaluated how well she supports their learning.
- The childminder talked to the inspector about how she organises her childminding service, what training she has completed and how she keeps children safe.
- Observations were made of the childminder teaching children during activities, inside and outside.
- Written feedback provided by parents for the inspection was taken into full account. One parent was spoken to on the telephone.

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