

Childminder report

Inspection date: 5 March 2020

Overall effectiveness	Outstanding
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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

The childminder provides an exceptional level of provision. She is highly motivated and aspires to offer the very best possible care for children. She works consistently to review her practice and constantly looks for areas to further improve. Her commitment towards ongoing training and updating her knowledge is commendable. Occasionally, the childminder's mother works with her as an assistant. The childminder ensures she supervises her work closely and monitors her practice appropriately. Parents are highly complimentary about the level of provision and the positive impact it has on their children. Typical comments from parents include, 'The range of activities (offered by the childminder) are above and beyond anything I would have expected from a childcare setting.'

The childminder supports children's learning to an outstanding level. She uses innovative teaching methods to capture children's imagination, based on her incisive knowledge of what each child enjoys and what they need to learn next. The careful thought and consideration given to every activity is reflected in the beautiful way in which resources are presented. For example, as younger children are currently showing a keen interest in dinosaurs, the childminder uses an exemplary range of supporting resources to inspire the children and enrich their learning. This is illustrated clearly, for example, in the way in which the childminder uses picture cards with name labels to reflect the different types of dinosaurs the children are playing with. This supports their literacy development well.

Children's behaviour is excellent. They quickly learn how to play cooperatively together and demonstrate how well they can take turns, share and respect each other's ideas. The childminder clearly values every child's choices and actively supports them to make their own decisions. This empowers children, even from a young age, to feel confident about making decisions and to know their thoughts and ideas are fully valued.

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

- The childminder utilises every play opportunity to teach children and equip them with an extensive range of skills and knowledge to support their future learning. For example, as children play creatively with straws, she uses the game to help children confidently recognise different letter shapes and learn the sounds they represent.
- Children's learning is constantly enriched through the extremely well-planned curriculum. The childminder plans frequent outings to places of interest, such as National Trust properties, castles, a wetlands centre, museums and the fire station. Children go on boat trips around the harbour and undertake activities such as blackberry picking so they can prepare their own blackberry crumble.

These experiences help to extend children's learning and help them to learn about the community where they live and the wider world.

- The childminder teaches children well about the importance of respecting and celebrating differences and similarities between each other. Children interact frequently with other children and adults as part of outings and visits. In addition, children regularly meet adults with learning disabilities within the community and this helps them to develop an excellent understanding of the needs of others.
- Children are extremely happy in the childminder's care. They settle with her quickly and form very strong and warm relationships with her. They look to her for comfort and reassurance and she works hard to ensure children consistently feel secure.
- The childminder is exceptionally reflective and constantly adapts her provision to meet every child's unique learning needs. For example, she provides extremely well for children who are learning more than one language. She works closely with parents to fully understand children's cultural heritage and uses this as a valuable learning opportunity to help other children learn about the individuality of every family.
- Excellent links are formed with other professionals. For example, the childminder quickly notices when children may not be developing as quickly as others and she immediately seeks professional help, in agreement with parents. This means any gaps in learning are rapidly addressed, particularly in children's speech and language, and children quickly catch up with their peers. In some instances, children exceed age-expected levels, having started with levels lower than those typical for their age. This demonstrates exceptional progress.
- The children's health and emotional well-being is given high priority. Children spend extensive periods of time outside in the fresh air each day. They frequently go for walks and benefit from exercise and physical activity. For example, they go on woodland walks and thoroughly enjoy visiting soft-play centres where they develop a range of physical skills. Stringent arrangements within the home ensure children are thoroughly protected against illness and infection. For example, young children clearly understand why they must wash their hands before eating and after toileting and explain they must 'catch their coughs' to prevent germs spreading.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are given the highest priority. The childminder takes meticulous precautions to protect children from hazards and uses comprehensive methods for assessing potential risks before all outings and hazards. Children quickly learn the importance of road safety while on outings as the childminder teaches this well. She ensures that children are always supervised closely, and she monitors their safety exceptionally well. The childminder and her assistant have completed extensive training to make sure their knowledge of safeguarding and updated legislation is current. They both have a detailed understanding of the

indicators which may suggest a child is at risk of harm and are exceptionally confident in knowing how to report any concerns without delay.

Setting details

Unique reference number	EY252611
Local authority	West Sussex
Inspection number	10136999
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Worthing, West Sussex. She occasionally works with an assistant, who is her mother. Childminding takes place Monday to Friday, from 7.30am to 6pm, for most of the year. Funding is accepted for the provision of free early years education for children aged three and four years.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the childminder with the children and evaluated how well she supports their learning and development.
- The childminder talked to the inspector about how she monitors the progress children make and what arrangements she has in place to safeguard children.
- A tour of the childminder's home was completed to make sure all areas are safe for children.
- The inspector looked at a range of documentation, including training certificates, photographs of children completing activities, written feedback from parents and confirmation of suitability checks for all household members.

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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