

Childminder report

Inspection date: 17 May 2021

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 applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time spent with the nurturing, calm and patient childminder. She creates a safe, warm and homely environment for children to explore and she focuses strongly on building their confidence and self-esteem. Children feel particularly happy and safe in her care and demonstrate a strong sense of belonging. For example, children very much enjoy time playing with the childminder, regularly smiling and giggling with her. They demonstrate that they feel secure as they snuggle into her to listen to stories. The childminder is very attentive to children's needs and warmly provides the affection, support and encouragement they need to become confident learners and explorers.

The childminder has high expectations for what children can achieve and makes good use of her interactions to guide and extend their learning. For example, as toddlers explore dough, she encourages them to try using tools, such as rolling pins and shape cutters. She demonstrates clearly how to use each tool and gently supports children to have a go themselves. Children are inquisitive and motivated learners who quickly gain the skills they need for their future education. They are well motivated in their self-chosen play despite their young age and are eager to try new things.

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

- The well-qualified childminder is ambitious and provides a broad curriculum, based on children's individual experiences and development. She is dedicated to helping all children achieve their potential and become lifelong learners. The childminder assesses children's development effectively, and confidently knows their stages of development. Overall, she plans well for children's learning. For example, toddlers enjoy developing their imaginary play with train sets and learn how to connect the magnetic carriages together. However, learning intentions are sometimes too challenging and not focused sharply on the most important knowledge and skills children need to learn next.
- The caring childminder is a very positive influence on children and acts as a strong role model. She sensitively and consistently teaches them the right way to behave and gives clear messages about her expectations. Subsequently, young children are learning to be kind and respectful of others. They happily share their play with others and listen carefully to what the childminder says. For example, toddlers excitedly make pretend cups of tea for the childminder, passing them to her and fetching the 'milk' when asked. Children are very confident but are also happy to go to the childminder for cuddles or reassurance if needed and feel completely at home in her care. This is demonstrated as they quickly settle to sleep during nap times.
- The childminder supports, guides and extends children's learning well through

her sensitive and purposeful interactions. For example, as she reads to toddlers, she encourages them to turn the pages, lift flaps and find different animals in the pages. She makes story times engaging and successfully ignites children's early interest in books. She knows how to build on prior knowledge and repeats familiar books to help embed new language and ideas into children's learning. The childminder has a positive focus on children's early language development and, overall, supports this well. Although she has a well-planned curriculum in place, she does not always implement this fully effectively for toddlers. For example, at times, the childminder speaks too quickly, uses long sentences and does not focus clearly enough on the words she wants children to learn. However, young children are learning to communicate their needs, express their feelings and are beginning to use their first words.

- The childminder successfully includes and engages parents in their children's learning. She regularly discusses children's development and gives parents helpful ideas to support further learning at home. The childminder keeps her own knowledge, skills and practice up to date and ever improving. She keenly attends training and shares expertise with other professionals. She has identified her next focus for development, which is to support the specific learning and assessment needs of two-year-old children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding high priority. She attends regular and thorough training and fully understands how to identify the signs that a child's welfare may be at risk. She confidently knows who to contact for further advice and how to escalate any such concerns. The childminder completes regular research and professional discussions about wider safeguarding issues, such as extreme views and behaviours. She works hard to ensure the environment is safe and vigilantly supervises children to help minimise risks of accidents.

What does the setting need to do to improve?

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

- provide more consistent support to develop language for toddlers
- focus next steps more on the most important knowledge and skills children need to learn next.

Setting details

Unique reference number	EY559636
Local authority	West Sussex
Inspection number	10190437
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	2 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Southwick, Brighton. She operates between 8am and 6pm two days a week, during term time only. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records.

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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