

# Childminder report

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Inspection date: 12 May 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The enthusiastic childminder provides a well-planned and stimulating environment that successfully engages children's curiosity in learning. She has good expectations for what children can achieve and uses her interactions skilfully to guide their play and extend their learning.

Children delight in exploring outdoors, where a lot of their learning takes place. They show strong motivation as they investigate and attempt challenges, such as mixing colours and spotting letter shapes in the brick patterns of the walls. Children are eager learners and are well prepared for their next stage in learning and school. They are particularly physically active and confidently climb challenging equipment, showing a strong understanding of risks and safety.

Due to COVID-19, parents now drop children off outside the front door, but the childminder ensures her home is welcoming for children's arrival. Her warm and nurturing personality helps children to confidently and quickly settle into her care. Children demonstrate how happy, safe and confident they feel as they laugh and joke together and with the childminder during play. They are very sociable and actively include others in their play, such as when swapping and sharing paint brushes. Children behave well, overall, and show care and concern for the childminder's pet dog, knowing when it wants space or attention.

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

- The well-qualified childminder reflects closely on her practice and the quality of her provision. She works hard to improve her knowledge and introduce new ideas. For example, she has recently added new equipment to support children's hand coordination such as cogs and keys. These movements help prepare children for writing and control over equipment.
- The childminder knows the children very well. She precisely identifies what they know and can do, and what they need to learn next. This feeds thoughtfully into her curriculum, which is broad, effective and challenging. The childminder's good understanding of the way children learn, helps her to ensure children's knowledge and skills are learnt securely and at the right time.
- The childminder's curriculum currently has a strong focus on children's language development and mathematical understanding. She continuously encourages thoughtful and engaging conversation, models correct sentence structure and introduces new words. This helps to create an environment where talking and listening are valued highly. As a result, children express themselves with great confidence, enjoy sharing their ideas and use language to build their strong friendships.
- The childminder links her assessment knowledge and curriculum with her in-

depth understanding of children's interests to provide rich learning experiences. For example, children delight in activities where they identify written numbers on cards, before counting the dots to check the numbers match. The childminder skilfully weaves in other learning, such as challenging the children to hop four times to match the number four.

- The childminder successfully includes and engages parents in their children's learning. She continually shares children's online development records and gives parents helpful ideas to support further learning at home. Parents particularly notice and appreciate their children's progress in communication and mathematical development.
- The childminder teaches children well and skilfully adds challenge and purpose to their play, by building on what they already know. She repeats activities over the course of a week to help embed new learning. For example, children enjoy exploring coloured chinks with water, learning how the colours and textures change. During the inspection, they already knew that the chalk would go 'slimy' and 'slippery'. However, at times, the childminder focuses too heavily on set learning intentions and does not adapt to children's requests to follow other interests. This occasionally stops children from deeply engaging in their learning.
- The childminder's nurturing approach helps her to build strong relationships with the children. She is sensitive to their needs and gives them the affection they need to explore her home with confidence. She acts as a positive role model, praising children's achievements, good behaviour and kindness. Children happily take turns during games and learn to respect each other's differences. However, the childminder does not consistently teach children her behavioural expectations and how to manage their own behaviour. As a result, children sometimes struggle to calm down when being too loud and do not always follow the childminder's instructions quickly.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through training, research into wider issues and discussions with other professionals. She has a thorough understanding of the signs that may indicate a concern about children's welfare, including neglect and extremism. She knows the procedures to follow to report any such concerns and gives children's safety a high priority. The childminder knows children's behaviours and attitudes very well and can, therefore, respond quickly if there is a change and children need further support.

## **What does the setting need to do to improve?**

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

- react more readily to children's emerging interests in play, to help them engage

deeply in their learning even more consistently

- give children clear and consistent messages on behavioural expectations, to help them manage their own behaviour more effectively.

## Setting details

<b>Unique reference number</b>	EY562674
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10191109
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Littlehampton. She has a childcare qualification at level 3 and provides care for children between 7.30am and 6pm each week day, all year.

## Information about this inspection

### Inspector

Ben Parsons

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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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