

Childminder report

Inspection date: 1 July 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 thoroughly enjoy their time spent with the childminder, in her nurturing home-from-home setting. They are very happy and show how safe and secure they feel, as they explore the stimulating environment with confidence. Children are independent and enjoy taking ownership of tasks throughout the day. For example, they put on their socks and shoes for the garden and know how to make their own chalk paint, to prepare for painting activities. Children are keen to do things for themselves and try new things, developing a can-do attitude.

Children eagerly take part in the well-planned and challenging range of activities on offer. For instance, they show good imagination as they explore a Post Office role-play area and persevere when making sandcastles in the garden. Children enjoy answering the childminder's questions and solving problems in their play. For example, they worked out how much water they needed to add to sand to help it keep its shape. They learn new words as they play, such as 'consistency', as they talked about how the sand feels in their hands. Children respond well to the childminder's high expectations and are well prepared for the next stage in their learning.

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

- The dedicated childminder knows the children very well and assesses their development closely. She plans her curriculum carefully, to give children broad knowledge and prepare them for school. For example, children have many opportunities to read books, develop their early writing skills and engage in conversation. They speak using full sentences and confidently express their ideas and share their experiences. For instance, children excitedly discussed a recent trip they took to a pick-your-own farm, remembering how the tractor ride was 'bumpy'.
- Children develop strong social skills and early friendships. They actively include others in their play and are very considerate of others and their feelings. Children giggle together as they play and work well as team, such as when taking turns to add sand onto their sandcastle. The childminder is an excellent role model and offers calm, clear and consistent support for children's behaviour. Children listen to her carefully and behave very well, showing respect for the childminder, her house and each other.
- The childminder is a skilled teacher and plans activities thoughtfully, to build on what children already know and can do. For example, as children made their own chalk paint, she encouraged them to think about the correct ratio of chalk and water. Children then problem-solved and grated more chalk to make it thicker. The childminder uses her interactions well to guide and extend children's learning and joins in sensitively with their play. For instance, when supporting

imaginary play, she took on the role as customer and asked children to help her send off for a new passport.

- The childminder takes children on regular outings to places of interest in the local community and encourages plenty of outdoor play, exploration and learning. Recent trips include visits to the beach, a lighthouse and a castle and children remember them fondly. Although children explore their community, the childminder does not fully support their understanding of diversity. She has not focused enough on teaching children about people, cultures and communities different to their own.
- The childminder is ambitious and gives her continued professional development good priority. She reflects carefully on her practice and how she can help children to reach their full potential. The childminder regularly researches online and speaks to other childminders to introduce new ideas. For example, she has recently introduced a new china tea set for older children to explore outdoors, to teach them the importance of being careful with more delicate objects.
- Children use tools safely in the setting and learn about road safety on trips. However, the childminder has not focused fully on children's understanding of how to keep themselves safe. For example, she does not teach children how to stay safe online and how to ask for help if needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding a strong focus. 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 how to pass on any such concerns and the local services in place to help her seek advice and support if needed. The childminder completes regular research into wider safeguarding issues, such as extreme views and behaviours. She works hard to ensure the environment is safe and supervises children closely in her home and on outings to help minimise the risk of accidents.

What does the setting need to do to improve?

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

- focus more on teaching children about people, communities and cultures different to their own to help broaden their understanding of diversity
- give children more support to help them fully understand how to keep themselves safe, such as when using the internet.

Setting details

Unique reference number	EY553817
Local authority	West Sussex
Inspection number	10143674
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 7
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Shoreham-by-Sea, West Sussex. The childminder has a childcare qualification at level 3. She works after school on Wednesday and from 9am to 5.30pm on Thursday, all year round.

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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