

Childminder report

Inspection date: 29 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 have fun as they explore the playroom and large garden with curiosity. They take part in a good range of activities that reflect their interests and individual learning needs. Children are reassured by the consistent learning opportunities, such as sand and water play, that are available each day. They count and match sea creatures as they catch them in nets. Older children remember previous learning. They talk about the size of whales and real animals they saw at the zoo. Children are completely engaged in their play. For example, even the youngest children concentrate for a long time on constructing models. They enjoy play with the enthusiastic childminder, who adds vocabulary, such as shape names, to extend learning. When they have finished building, children proudly show what they have made. The childminder consistently praises their efforts and further supports children's good self-esteem by displaying their work.

Children behave well. Older children show concern for the younger ones, offering to share their toys, for example. The childminder models care, respect and good manners. She helps children to learn about, and begin to control, their feelings. Children show that they feel safe and secure. They are confident but also go easily to the childminder for cuddles or help when they need it.

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

- The childminder supports children's developing speech and language very well. She systematically checks to see where there might be gaps in children's speech. She makes good use of stories and spontaneous singing to encourage a love of words and sounds. For example, as the children played with zoo animals, they joined in a familiar song about a monkey. The childminder speaks clearly and adds new vocabulary as children play. Children listen carefully and talk very well, using complex sentences for their age.
- Children show growing independence and learn about keeping themselves healthy. For example, they know they need to wash their hands to remove germs. The childminder encourages them to use soap by making handwashing fun. Coloured towels help children to find their own. Children are keen to persevere in peeling their own oranges and slicing bananas at snack time. They ask for the shade canopy to keep themselves safe in the sun as they eat.
- There are a wide range of activities to support children's good physical development. For example, in the garden children crawl through tunnels, confidently throw balls and catch bubbles. Children carefully carry water to the plants they know need water to grow. They use large chalks to draw. Children develop good muscle control they will need later for writing.
- The childminder joins in children's play, adding ideas and questions to encourage them to think and learn. However, at times, she does not allow

children enough time to process information, and make decisions, before directing their play. This prevents children from leading their own play and fully exploring their own ideas.

- The childminder works hard to ensure the children feel secure when they first start at the setting. She gets to know the children very well and understands their individual development and next steps in learning. She routinely contacts outside professionals, such as health visitors, and uses this well to help children who may need additional support. Children make good progress across all areas of learning.
- Parents praise the childminder for her support with their children's milestones, such as weaning and toilet training. She forms good relationships with children and their families. The childminder gives regular feedback about children's progress. She offers ideas for home learning, such as a 'book of the week', to encourage children to enjoy reading.
- The childminder is ambitious and dedicated to helping children progress well. She works closely with her co-childminder. They share their expertise for the benefit of the children. The childminder is keen to continuously improve her practice. However, training is not sufficiently focused on improving specific outcomes for children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are important to the childminder. She uses very effective methods to help children understand how to keep themselves safe and healthy. Children follow good hygiene routines from a very young age, washing their hands when needed. They know that they need shade to stay safe in the sun. The childminder keeps her knowledge of child protection issues up to date. She has a good understanding of the procedures to follow if she has any concerns about a child's welfare. The premises are secure.

What does the setting need to do to improve?

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

- improve teaching skills so that children have more time and opportunity to learn through exploring their own ideas in play
- focus professional development more precisely on enhancing the learning outcomes for children.

Setting details

Unique reference number	EY560762
Local authority	West Sussex
Inspection number	10190586
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Bognor Regis. She operates from 8.30am to 3.00pm, Monday to Thursday, 46 weeks of the year. The childminder works with a co-childminder on the same premises. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the setting 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 her evaluations of the provider.
- The inspector was given a tour of the home by the childminder and discussed the curriculum provided.
- The views of children and some parents were taken into account during the inspection.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The inspector viewed a sample of documents, including evidence of the childminder's suitability to work with children.

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 2021