

# Childminder report

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Inspection date: 10 September 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	Requires improvement

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

### **The provision is good**

Children are happy and eager to learn in the childminder's care. The childminder and her assistant recognise the importance of building strong attachments with babies and children. They place a strong focus on ensuring they get to know all children well to help them settle quickly. Children show they feel safe as they explore the environment with confidence. The childminder is sensitive to children's needs and treats them with care and respect. Children are gaining a good understanding of what makes them unique as the childminder celebrates their similarities and differences.

Children are inquisitive and motivated learners. They are becoming independent in managing care routines and have a good understanding of why it is important to complete hygiene practices, such as handwashing. The childminder provides activities for children to plant seeds and grow vegetables. Children enjoy a range of balanced meals and snacks to support dietary needs and good health.

Children behave well and understand the rules within the childminder's home. The childminder and her assistant have high expectations of all children. They help children to understand and manage their emotions. The childminder is consistent with her approach to behaviour management and uses appropriate strategies to support children. She praises and celebrates children's achievements, which helps them to develop positive self-esteem.

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

- The childminder has made several improvements since her last inspection. She has reorganised the environment and ensures that children are appropriately supervised. She now plans her curriculum so that children have plenty of opportunities to develop communication skills. Children enjoy talking about the horses in the field and collecting the eggs that the ducks have laid.
- The childminder understands how children learn and develop. She skilfully observes children in their play to determine what they need to learn next. The childminder uses children's interests to keep them motivated in their learning. She talks to children as they play and introduces new words to develop their vocabulary. For example, as children play with the toy vehicles, she introduces words, such as 'cement mixer' and 'steering wheel'. Children are confident communicators and making good progress in their learning.
- Babies and young children are developing a love of books. They enjoy sitting together to explore interactive books with the childminder. They concentrate well as they turn the pages, lift the flaps and pull the tabs. The childminder's assistant uses music and singing activities in everyday routines to support children's literacy skills.

- Children are developing a good understanding of mathematical language. Young children learn mathematical concepts, such as 'big' and 'small' and can confidently count to five, which they use routinely in their play. Older children show a love for mathematics as they use tape measures to discover who has grown the largest sunflower.
- The childminder has effective systems in place to support her assistant and ensure she has the appropriate knowledge and skills to undertake her role. The childminder and her assistant attend regular training to ensure they are familiar with new practices or guidance. For example, she is identifying ways she can support children's oral health. The childminder has recognised the impact the COVID-19 (coronavirus) pandemic has had on families. She provides support and ongoing advice to parents to ensure that children make good progress in their learning.
- The childminder plans purposeful activities to support children's physical skills. Older children like to play football and climb on the play equipment in the garden. Younger children explore the play dough where they are encouraged to squeeze, roll, and stretch the dough to develop fine motor skills. The childminder understands the importance of developing these skills in readiness for their next stage of learning, including school.
- The childminder is keen for children to visit places of interest in the local community, such as the park and childminding groups, to help the children gain confidence in different social settings. However, there are fewer opportunities for children to learn about different cultures and the wider community in which they live.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to keep children safe. They have completed safeguarding training and know how to identify, record, and report their concerns to the appropriate professionals. They complete online training to ensure they understand wider safeguarding matters, such as grooming. The childminder follows robust recruitment processes to help ensure that her assistant remains suitable to work with children. The childminder has risk assessments in place and carries out regular checks of the environment to ensure that hazards are identified and removed or minimised.

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

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

- provide opportunities for children to have more experiences to enhance their understanding of people, families and communities beyond their own.

## Setting details

<b>Unique reference number</b>	EY548457
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10112799
<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>	1 to 8
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	5 June 2019

## Information about this early years setting

The childminder registered in 2017 and lives in Bognor Regis. She works with her assistant and operates 8am until 6pm Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Lisa Parker

### 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 obtained the views of parents through discussions over the telephone.
- The inspector sampled a range of documentation, including paediatric first-aid certificate and public liability insurance.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.

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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