

Childminder report

Inspection date: 5 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children love their time spent with the highly experienced childminder. Her nurturing approach helps to create a loving and positive atmosphere, where children feel completely happy, safe and at ease. Children make strong and trusting bonds with the childminder, her occasional assistant and each other. They enjoy playing together very much and learn valuable social skills. Older children are kind and look out for younger children, who are eager to join in with their play. For example, they work together to move wet sand around the garden, using tweezers. This supports children's small physical skills well in preparation for later writing.

Children respond well to the childminder's high expectations for what they can achieve and enjoy taking part in a broad set of experiences. There is a strong focus on outdoor play and children develop a great enthusiasm to explore and learn about the world around them. For example, children learn how to plant and tend to tomatoes, cucumbers and beans in the vegetable patch. They observe wildlife and develop a strong understanding of, and appreciation for, nature. Children quickly gain the skills they need to succeed in future education.

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

- The childminder focuses on giving children first-hand experiences of the world and encourages them to learn by giving things a go. For example, children develop strong physical skills and awareness of risks as they climb trees and learn about animals by visiting them at the farm. Parents are delighted with how much their children learn with the childminder and her hands-on approach to teaching.
- Children benefit from a wide range of trips and outings to places of interest in their local community. For example, they go to nearby woodlands and beaches, where they explore, investigate and discover wildlife and nature. Children also meet up with other local childminders and their minded children, where they make relationships and socialise in a bigger group of children.
- Communication and language development is a strong focus of the childminder's curriculum and she supports this extremely well. She encourages thought-provoking conversation with older children, who express their ideas and views confidently. The childminder reads stories every day and commentates on the play of toddlers, repeating their speech back clearly. She models new language skilfully to children. For example, as older children played with dinosaurs, she introduced words, such as 'meteorite' and 'extinct', which they went on to use in their play.
- The childminder knows the children well as individuals and assesses their development effectively. She uses their interests to help them engage in varied experiences. For example, children enjoyed visiting a local garden centre to see

a scarecrow, which was similar to one they had seen in a book. Overall, the childminder understands what children need to learn next. However, she does not always clearly plan for the intended learning of activities to ensure children of different ages benefit fully.

- The childminder joins in with children's chosen play very well and supports their learning skilfully. She makes strong use of her interactions to offer further challenge, test children's understanding and teach new knowledge. For example, during the inspection, children excitedly recalled a recent trip where they were sure they had seen a racoon. The childminder took the time to teach children where racoons live and how it was more likely the animal had been a badger, deepening their understanding.
- The childminder is a positive role model and creates a loving environment for children. She praises children's efforts warmly and values their ideas, helping them to feel cherished. Overall, children behave well and learn to share, take turns and respect others, with support. However, at times, the childminder does not give children the explanation they need to fully understand her behavioural expectations.
- The ambitious childminder reflects on her provision closely and is keen to improve her practice. She completes regular training, research and shares ideas with other professionals. Recent training on children's mental health and well-being has helped her understanding of children's emotional reactions to different situations. The childminder, occasionally, works with registered assistants and offers them good support, guidance and coaching to ensure children's needs are well met.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding a strong focus. She and her assistants attend regular training and fully understand how to identify the signs that a child's welfare may be at risk. They confidently know how to pass on any such concerns and the local services in place to seek advice and support from if needed. The childminder and her assistants understand wider safeguarding issues, such as extreme views and behaviours. The childminder 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 clearly on the intended learning of activities
- strengthen support for children to fully understand behavioural expectations.

Setting details

Unique reference number	115185
Local authority	West Sussex
Inspection number	10136201
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	5
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 1989 and lives in the Durrington area of Worthing, West Sussex. The childminder occasionally works with a registered assistant. The childminder operates her service Monday to Friday from 7.30am until 6pm.

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 suitability records and first-aid certificates.

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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