

Childminder report

Inspection date: 24 February 2022

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 happily leave their parents and settle quickly in the childminder's cosy home. They respond well to the childminder's warm and welcoming manner. Children follow the childminder's simple instructions and respond to boundaries with her encouragement. This helps them to feel safe and secure in the childminder's home and understand her expectations. Children are sociable and share their play experiences, easily making early friendships.

Children are motivated and curious to explore the enjoyable activities on offer. They easily find toys they want to play with, from clearly labelled boxes to support early reading. Activities are linked to their development and interests. For example, the childminder develops children's interest in clocks, quickly finding number symbol cutters for them to make a clock face in play dough. Children are keen to show what they know and answer questions. They arrange the numbers in sequence and practise counting. Children happily include the childminder in play.

Children benefit from frequent outings, such as to a soft play facility. They meet with a wider group of children and learn about the differences between themselves and others. Children have fresh air, exercise and find out about the natural world; they walk the childminder's dogs, go to the park or travel to a farm centre.

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

- The childminder is a positive influence on children and acts as a good role model. Children learn to be kind, thoughtful and respectful of others. Even the youngest help others to find the toys they need and readily share. They develop the social skills they will need for later stages of education.
- The childminder listens carefully to children and enables them to make meaningful choices. She helps them to feel part of a group as they make collective decisions, such as which park they would like to go to. The childminder encourages children to develop their independence. For example, children tidy toys. They confidently manage their own personal needs. Children wash and dry their hands before mealtimes and use the toilet with minimal support.
- Children are eager to try new things. They show perseverance when they encounter difficulties; for example, when using scissors to cut out pictures or holding a pencil. However, the childminder does not consistently support these efforts. As a result, younger children eventually give up and, at times, she completes the task for them. This does not help children to keep trying.
- The childminder observes and monitors children's play and learning. She plans for them to meet their next steps and understands the sequence of children's learning. For instance, children strengthen their arm coordination, needed for future writing, as they manipulate rods in a fishing game. Overall, children make

good progress.

- The childminder builds children's language skills effectively. For example, children learn to speak clearly and laugh as they hear recordings of their voices on the 'talking cactus'. The childminder introduces new vocabulary as they play. Children learn the purple vegetable is an 'aubergine' and that the musical instruments are 'castanets' from Spain.
- Children have good opportunities to develop literacy skills as they play imaginatively. For example, they make up stories with puppets and put on shows in a puppet theatre. The childminder provides useful props, such as a picnic blanket, asks questions and makes suggestions to begin an activity. Children decide to go on a pretend picnic together and find toy animals to take with them.
- The enthusiastic childminder uses good eye contact, facial expressions and conversation to demonstrate her interest in children's play. She offers consistent encouragement and praise. Despite this, the children sometimes move quickly onto a new activity. The childminder does not consistently support children to develop their concentration and sustained engagement in self-chosen play.
- Children benefit from the friendly relationships the childminder makes with parents and with professionals from the local nursery. This helps to ensure continuity of care. Parents praise the childminder highly. They describe the childminder as 'amazing', 'calm and caring'. Parents feel reassured by the consistent updates and photos of their child's day that they are sent electronically.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses paediatric first aid training to help her know what to do in a medical emergency. She completes training to help her safeguard children. The childminder is aware of the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder checks each day that the toys, premises and garden are safe and takes action to minimise any risks found. Resources are well maintained and clean. No unauthorised person can enter the house or garden.

What does the setting need to do to improve?

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

- strengthen teaching of basic skills for younger children, such as using tools and how to hold a pencil, to fully support their motivation
- build on the existing good teaching to ensure that children are consistently supported to develop concentration and engage in sustained play to fully extend

learning.

Setting details

Unique reference number	EY563327
Local authority	West Sussex
Inspection number	10191536
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Broadbridge Heath, Horsham, West Sussex. She works from 7am to 6.30pm, Monday to Friday, all year round. She has completed suitable childminder's training.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The inspector observed the interactions between the childminder and the children and considered the impact on learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children and a parent 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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