

Childminder report

Inspection date: 3 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of the experienced childminder. They access a rich and highly stimulating learning environment. Children are extremely motivated to learn. They develop curiosity as they explore the remarkable outside space. Children learn about the natural world. For example, they plant and harvest herbs in the extremely well-organised garden. Children have helped to create a wildlife pond, which provides a habitat for dragonflies among other creatures. There is ample opportunity for children to learn about the world around them. For example, children hatch chicks in an incubator and view first hand the life cycle of butterflies and frogs.

There are very high expectations for each child. Children make exceptional progress in their learning and development. They grow in confidence and develop their independence. This prepares them remarkably well for the next stage of their learning. Children's behaviour is exemplary. They have a firm understanding of the impact of their behaviour on others and are able to articulate their feelings. For example, children explain to their friends that it makes them sad when their sandcastle is knocked over.

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

- The childminder is very experienced and is highly knowledgeable. She continuously strives to improve her provision. The childminder is committed to ongoing professional development and uses this learning to successfully enhance her already outstanding setting. She has completed beach and forest school training. This has developed her practice further when on outings to provide the children with even more enriching learning opportunities.
- Parents report that they trust the childminder implicitly. They are extremely happy with the care that their children receive. Parents state that their children develop independence and experience a wide range of exciting activities. The childminder shares information swiftly with parents, using an online application.
- The childminder is an expert when it comes to the children she cares for. She assesses children's development effectively and knows what they need to achieve next. She ensures that they are prepared for the next stage of their learning. Her interactions help to build children's learning in all areas of the curriculum. For example, she brings mathematics into children's play through talking to them about the shapes they are making and encouraging them to count.
- The childminder works collaboratively with other professionals in the best interests of the child. She has attended phonics training at the local school so that she can ensure consistency in how children are taught. The childminder has a large professional network of other childminders and they work together to

share best practice and support each other.

- Children engage for exceptionally long periods at activities they choose. They are highly motivated and keen to learn. All children excitedly rush to take part in the experiences available. The childminder expertly adapts activities according to the ages of the children. She extends children's learning through her quality teaching. This leads to children making excellent progress.
- The childminder talks to children about how they are feeling and acknowledges their emotions. She has very high expectations for children's behaviour, which are embedded when children join. This has created a harmonious environment where children play together cooperatively. Older children nurture younger children by giving them support when needed.
- The childminder respects children's views, wishes and feelings. They have opportunities to help shape their learning environment. Children talk fondly about the places they visit when with the childminder. They enjoy sharing photos of the places they have been. These outings expand the opportunities children have to interact with people from different communities and backgrounds.
- Children are very confident and enjoy talking to visitors. The childminder successfully promotes children's independence by giving them responsibilities. For example, children find their friends' water bottles and help to lay the table. Children learn what makes them unique. They love to look at themselves in mirrors before drawing their faces with various mark-making materials.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding of children is paramount to the childminder. She completes regular training to update her knowledge. The childminder is extremely confident in how to identify concerns about children. She knows the process to follow to raise any concerns about the children in her care. To ensure children's safety on outings, the childminder visits the location prior to taking the children to complete a risk assessment. She helps children to assess risks in their play for themselves, such as when climbing trees in the woods. The strong focus on handwashing and hygiene helps to keep children healthy.

Setting details

Unique reference number	155427
Local authority	West Sussex
Inspection number	10136298
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2001 and lives in Bognor Regis, West Sussex. She works with her daughter, who is also a childminder. The childminder operates for most of the year from 7am to 5.30pm, Tuesday to Thursday. She has a recognised childcare qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jade Orosz

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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