

Childminder report

Inspection date: 3 March 2022

Overall effectiveness	Outstanding
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 love attending the childminder's setting. They are warmly welcomed by their friends when they arrive. Children form great friendships with each other. They are surrounded by lots of exciting things to do both inside and outside. The childminder has cleverly transformed a small area into the 'Gruffalo's wood'. Children giggle with joy as they hide in this unique space. They use the soft toy characters to retell the story of 'The Gruffalo'. The learning environment is exceptionally well resourced with high-quality toys that ignite children's imaginations.

The childminder has high ambitions for all children in her care. Children thrive and make excellent progress, including those with special educational needs and/or disabilities. Their communication skills are expertly supported through singing, rhymes and sharing stories. Children's behaviour is praiseworthy. They are exceptionally polite and always say 'please' and 'thank you'. Children are taught how to manage risks in their play. For example, children carefully consider what would be safe to stand on to reach something up high. Caring and trusting relationships are built between the children and the childminder, which leads to children feeling safe and secure.

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

- There are high expectations for all children. The childminder confidently knows what children need to learn next and skilfully supports them to achieve. Children make rapid progress in all areas of learning. The childminder supports children's communication exceptionally well. For example, as she shares stories with younger children, she points out key words and praises them for repeating the words back to her.
- The childminder is highly reflective. She continuously strives to improve her practice. She researches theories and approaches to learning and uses this knowledge to enhance her already outstanding provision. For example, following on from attending training on how children learn, she has evaluated her setting and provided further resources to support children's play.
- Opportunities for children to take responsibility help them to develop a sense of independence. For example, older children organise the line as children wait to wash their hands. The childminder praises children regularly for helping and being kind to their friends. Mealtimes are used as a valuable opportunity for social interaction.
- Children grow in confidence and learn the skills needed to be independent. The childminder has embedded a culture of diversity and respect, which is reflected in children's fantastic behaviour. She teaches children what makes them unique during sessions where children learn 'all about me'. The childminder ensures that

new experiences are provided to children. For example, children are taken on regular outings to the beach, woods and local museums.

- Children confidently talk about their families and life outside of the setting. The childminder knows the children in her care extremely well. She uses children's interests to plan exciting opportunities. For example, a recent interest in rockets led to the childminder planning themed activities around space. Each activity is cleverly planned to ensure that all age groups can participate and benefit. The childminder uses every opportunity to teach children new knowledge.
- Parents speak exceptionally highly of the provision. They view the childminder as part of their extended family. The childminder provides information on how parents can support their child at home. This excellent partnership leads to great outcomes for children.
- The childminder's partnerships with other professionals are highly beneficial to the children. When children attend another setting, she shares information to maintain consistency for the child. The childminder works closely with the local schools. She follows the same teaching strategies to ensure that children are exceptionally well prepared for the transition to school. The childminder also has a wide network of childminders who she works alongside and supports.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent safeguarding knowledge. She understands her role and knows the process to follow if she has a concern about a child. She is confident at identifying changes in children's behaviour that may mean a child is at risk of harm. She regularly refreshes her training, which keeps her knowledge up to date. Children are encouraged to catch their cough and regularly wash their hands, which helps to keep children healthy. The childminder uses her risk assessments effectively to keep children safe on outings. The premises are safe, secure and very well maintained, which helps to keep children safe.

Setting details

Unique reference number	EY428027
Local authority	West Sussex
Inspection number	10136657
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 2011 and lives in Bognor Regis, West Sussex. She works with her mother, who is a co-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 provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about their intentions for children's learning.

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 2022