

# Childminder report

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Inspection date: 19 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### The provision is outstanding

Children thrive and flourish with the cheerful and nurturing childminder. From the moment they arrive, children are swept into a creative and imaginative world where they know their interests and needs will be fully met. For instance, children delight in finding an envelope pinned to the front door with their name on it. This contains their 'train ticket' for the day and, importantly, the time their 'train' returns home. This playful welcome helps children to settle quickly and sets the tone for the enjoyable day ahead.

Children demonstrate exceptional self-control and respect for one another and the environment. They are highly motivated and engaged as they play in the extremely safe and child-centred home. With gentle guidance from the empathetic childminder, young children learn to express their feelings and emotions. They demonstrate kindness and exceptional patience when they play together.

Children develop excellent skills and attitudes to support their lifelong love of learning. They demonstrate excellent cooperation and ability to solve problems, such as when they spontaneously build a house for 'three little pigs'. They think about small details, such as the house name and number, where the windows will be and whether it is strong enough to keep out 'Mr Wolf'. They squeal with laughter as they shout, 'Not by the hair of my chinny chin...' when the childminder expertly joins in and pretends to be the wolf.

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

- The childminder is an exceptional practitioner who places children's needs at the heart of her practice. Her determination and dedication to support children's learning are praiseworthy. She regularly shares information and activities with parents and with other settings children attend. This provides children with complete continuity in their care and learning. Parents praise the devotion the childminder shows to all children.
- The childminder expertly sequences children's learning. She skilfully extends children's experiences and knowledge, such as by using their interests to introduce new skills. For instance, the childminder puts toy trains outside, which inspires children to use chalk to draw train tracks. This develops their hand-to-eye coordination and fine motor skills for drawing and writing in the future.
- The childminder swiftly identifies any children who need support for their learning. She works with parents to provide precise interventions to help children make the best progress they can. She enhances her own teaching skills and knowledge, such as by attending specific training courses. This helps her to provide the best strategies and resources to enhance children's abilities. For example, she uses sign language to further develop children's communication

and language skills.

- Children adore books and stories. They spontaneously quote passages and phrases from favourite books while they play. The childminder provides excellent props to bring stories to life. Children use these to retell stories by themselves. They fluently use expression and practise new words in context. For instance, young children describe how the 'ostrich eats a guava, slowly'.
- The childminder introduces children to mathematics in meaningful ways. She consistently uses mathematical language while children play, to help them understand concepts such as height, weight and position. Children develop a love of counting and order. For instance, children ask the childminder how they can add one more to make 11 when they only have 10 fingers.
- Children develop excellent physical skills. They have abundant opportunities to develop their large and small muscles. For example, they pick up small items with tweezers, push dolls in prams and scramble over the climbing frame. Children demonstrate balance, coordination and control. The childminder explains to children about the importance of good hygiene routines and diet to maintain a healthy lifestyle.
- The childminder's expectation of what children can achieve is highly ambitious. This gives children the confidence to have a go and become independent. She instantly praises and celebrates their efforts and achievements, such as when they persevere with a new task. This helps children to develop positive self-esteem and self-belief.
- The childminder provides children with exciting activities and new experiences to increase their knowledge of the world and others. Children love to dig, look for bugs and grow fruit in the inspirational outside space. While listening to classical music, children tell the childminder how it makes them feel, such as 'scared' or 'calm'. The childminder helps them to reflect on and understand the needs of others. She recognises and values children's unique characters and personalities.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and secure. She can identify possible signs of abuse and neglect. She understands how to record her concerns and how to refer them in a timely and appropriate manner. She regularly updates her safeguarding policies and knowledge in line with local and national guidance. For instance, she is aware of how children need to be kept safe when they are using the internet. She reflects on how wider safeguarding issues, such as being exposed to extreme views and radicalisation, put families and children at risk of harm. She regularly reminds children about keeping themselves safe while they play.

## Setting details

<b>Unique reference number</b>	EY447249
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228668
<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>	0 to 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

The childminder registered in 2012 and lives in Steyning, West Sussex. She operates during term time from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-, three and four-year-old children. She holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Alison Martin

### 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 spoke to the inspector about her intentions for children's learning.
- 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.
- Children communicated with the inspector during the inspection.

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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