

# Childminder report

---

Inspection date: 24 August 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

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

### The provision is good

Children thoroughly enjoy their time with this warm and caring childminder. She takes great care to let children settle in at their own pace when they first start. This helps them feel safe and secure. Children form strong bonds with the childminder. They go to her readily for comfort and cuddles if they are upset or tired.

Children behave well. They confidently explore resources and join in with activities. Older children work cooperatively and take turns with equipment. They concentrate well as they mix together some 'snow' and listen carefully to instructions. The childminder has high expectations for what all children can achieve. She encourages them to work things out for themselves, such as the best place to put the paint pot so everyone can reach it. Children become more independent. They look after their belongings and find their own shoes to go outside. They are well prepared for their future learning and starting school.

The childminder is aware of how the COVID-19 pandemic has affected the children she cares for. She takes effective steps to support them if this has led to any gaps in their learning. For example, she recognises that some younger children have had few opportunities to socialise outside of their families. She takes them on regular outings in the local community to help broaden their experiences and provide opportunities to mix with other children. This successfully helps build children's confidence and social skills.

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

- The childminder skilfully builds on children's interests to enhance their learning. For example, children are inspired by a story about a penguin and are eager to know more. They make connections when the childminder helps them to think about the ways that penguins are the same as other birds and how they are different. They are delighted to use the internet to find out what penguins sound like and then try to make the same noise. These exciting experiences help to spark a love of learning and support children's overall good progress.
- The childminder has a good understanding of children's stage of development and what they are ready to learn next. She plans activities that she hopes will build on what they already know and can do. At times, however, she does not fully consider how to adapt activities effectively for children of different ages to enjoy together. During some activities, younger children need her close attention to stay safe. This affects how well she can support older children, to help them achieve the planned learning aims and extend their knowledge and skills.
- Children get on well together. They show care and concern for their friends if they have fallen over or are crying. The childminder offers gentle guidance that

helps children understand right and wrong. She supports children sensitively when they struggle with their emotions and praises them warmly when they manage to wait for their turn. This helps them begin to develop self-control.

- Children make good progress in their language and communication skills. The childminder encourages conversations, and children are excited to share their news from home. Children quickly broaden their vocabulary. For example, when the childminder talks about the penguins 'huddling together' to keep warm, children learn that this means they stand very close to each other.
- All children develop a love of books. Young children eagerly ask for a favourite story to be read again. Older children learn that books can contain helpful information. The childminder makes sure the books available are meaningful to the children who attend. For instance, children who speak more than one language at home enjoy books and rhymes in both languages. This helps ensure that all children's unique lives and experiences are valued and respected.
- Parents particularly value the childminder's warm and caring approach. She provides them with daily updates, and they have regular discussions about children's development. The childminder makes sure parents are always up to date with what their child is learning, so they can continue to support them at home.
- The childminder is well organised and committed to providing a high-quality service. She offers effective support and guidance to her assistants. They have regular meetings and complete training together. The childminder observes her assistants interacting with children and gives feedback to help them develop their practice. This helps them to continually improve their skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in ensuring children are safe in her care. For instance, she watches young children closely while they are eating. Children learn how to keep themselves safe and confidently practise climbing backwards down the kitchen steps. The childminder has a secure understanding of how to recognise and report any concerns about children's welfare. This includes the risks linked to exposure to extreme views or domestic abuse. She makes sure all relevant checks are completed for her assistants to confirm their suitability for their role.

## What does the setting need to do to improve?

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

- strengthen activity planning to take more account of the differing needs of the children taking part, to ensure all children consistently benefit from high-quality support to maximise their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY410570  |
| <b>Local authority</b>                             | West Sussex   |
| <b>Inspection number</b>                           | 10228529  |
| <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> | 1 to 11   |
| <b>Total number of places</b>                      | 11  |
| <b>Number of children on roll</b>                  | 14  |
| <b>Date of previous inspection</b>                 | 14 September 2016   |

## Information about this early years setting

The childminder registered in 2010. She lives in Hassocks, West Sussex. She operates her service from 7.30am to 6pm, Monday to Friday, for most of the year. The childminder receives funding to provide free early education for children aged three and four years. She works with a part-time assistant during term time and a second assistant provides occasional cover. The childminder and one of her assistants hold relevant qualifications at level 3.

## Information about this inspection

### Inspector

Rebecca James

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector read written feedback from parents and took account of their views.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022