

# Childminder report

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Inspection date:

12 September 2022

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## **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

Good

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

### **The provision is outstanding**

Children truly thrive in the care of the welcoming and friendly childminder. Their well-being is given the time and support that it needs to fully flourish from the very start. When children are settling, the childminder takes as much time as needed to really get to know the child and their family. This allows her to plan a stimulating and welcoming environment, which accurately focuses on the individual needs of the children.

The childminder is extremely passionate about her role in supporting and guiding children's learning. She takes time to plan a challenging and precise curriculum that gets to the heart of what children need to learn next. This enables children to make exceptional progress from their starting points. The childminder provides a wealth of activities and experiences for children to deepen their knowledge and understanding. For example, when children showed an interest in volcanos, they were provided with the resources to make their own home-made volcano experiment. This was further embedded when the children used books to find information about volcanos and how they work. This stimulated awe and wonder in the children, as they used the information to fully consolidate their learning.

Children are extremely independent and show true comfort, ease and happiness at being in the home of the childminder. They have everything they require around them. For example, even the youngest of children who are learning to walk and balance can reach and explore resources and books freely and safely. This provides them with excellent opportunities to guide their own learning and develop natural curiosity.

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

- Children's communication and language are given high importance. The childminder continually talks to children as they play. She asks simple questions to encourage children to think, and patiently waits for them to respond at their own level. The childminder has an excellent overview of how and what she wants children to learn. She meticulously plans activities that she knows children will enjoy and that are based on their individual interests and next steps for learning. For example, when children showed an interest in recycling, the childminder took the children on a trip to the local recycling centre so they could sort and recycle their rubbish. This enabled them to learn about sustainability and how to look after our environment.
- Parents are extremely happy and feel fully supported by the childminder. She makes it a priority to share information daily with parents to encourage a love of learning at home. Parents are warmly welcomed into the childminder's home to see their child playing and interacting. She ensures that she provides parents

with time to be able to discuss the day and what their child has been learning. The childminder sends home questionnaires, which allows parents time to share further information with her that is then used to support activities and interests of the children. For example, when a parent shared that their child uses sign language to communicate, the childminder shared her learning with parents and fully embedded this into the provision. This helped to fully support the child to communicate with others in the setting.

- The highly skilled and experienced childminder is confident, dedicated and passionate about her work. She sharply focuses training on the changing needs of the children. For example, recent training has improved her knowledge of how to help children manage their emotions and develop their self-confidence and interactions with others following the COVID-19 pandemic. The childminder ensures that her professional development is continually enhanced so that the level of teaching remains at the highest level. She uses what she knows to ensure that children's well-being is given priority in order for them to be fully receptive to the learning opportunities that she provides.
- The childminder has established strong links with other childminders, local nurseries and schools in the area that children attend. She ensures that she is known to the other provisions to provide a consistent approach for the children. For example, when children in her care started at the local pre-school, she went to introduce herself and spoke at length with the key person about the children's interests, abilities and what they were currently working on. This enabled the children to settle quickly and have their individual needs met. Ongoing meetings provide further consistency and ensure that the children are making excellent progress. Children are fully equipped for transitions to other providers and eventually school.
- The childminder's assessment of children's progress is comprehensive, accurate and very clear. She identifies and swiftly addresses any areas where children are not progressing as expected. Meticulously detailed progress checks for children between the ages of two and three years help to identify children who may need additional support. This ensures that all children make excellent progress from their starting points.
- The childminder provides children with an extensive range of stimulating learning experiences in her setting and when out and about. She carefully thinks about what she wants children to learn from each of the experiences that she provides. For instance, children visit local shops to buy their snacks and resources. This helps children to learn about the world around them and gives them new life experiences. The childminder has excellent links within the community. For example, following two local house fires she contacted the local fire station to gather resources to help deepen children's understanding of home fire safety.
- Children's behaviour is impeccable. They learn about respect and boundaries within the childminder's home, and when out of the setting on trips and visits. She ensures that she is consistent with her behaviour expectations and as a consequence the children show utmost respect to the childminder, other children and her home. For example, when children show resistance to the childminder's requests, she will talk to them calmly at their level to discuss what she has

asked them to do, giving children the time and emotional support they need to process what she has asked them to do.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding risks to children, including the risk to children of domestic violence and poverty. The childminder ensures that she keeps her knowledge up to date with regard to the reporting processes with any concerns that she may have about the children and families she cares for. She understands her duty to ensure that people living at the property are suitable. She has a secure understanding of what needs to be reported to Ofsted and the time frames in which these need to be done by. The childminder ensures that her home is suitable and safe for the children. She regularly checks the suitability of the resources and the space in which the children play.

## Setting details

<b>Unique reference number</b>	114790
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228176
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	9 November 2016

## Information about this early years setting

The childminder registered in 1995 and lives in Steyning, West Sussex. The childminder operates her service on Monday to Friday from 8am until 5pm, throughout the year. She holds a level 3 qualification in early years care and education. The childminder provides funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Southern

### 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed interactions between the childminder and children and considered the impact on learning.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- 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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