

# Childminder report

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Inspection date: 14 September 2022

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<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	Not applicable

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

### **The provision is good**

Children show clearly that they feel safe in the childminder's care. The childminder reacts to their needs quickly, for example, when they feel unsure of a situation, such as a visitor in the home. Children have strong bonds with the childminder. They explore their environment with excitement and display exceptionally high levels of emotional well-being. Children behave extremely well. They show kindness and consideration to each other. For example, they encourage and wait patiently for a friend to catch up while on a walk.

The childminder is ambitious for children's learning. She plans a variety of activities that follow the interests of each child. Children show good levels of engagement in activities and confidently explore their environment with enthusiasm. For example, children positively beam with excitement when the childminder finds a snail for them to look at while on a woodland walk. The childminder uses these opportunities to teach children about nature and how to be gentle with living things.

Children demonstrate an excellent understanding of boundaries in relation to their stage of development. For example, they sit calmly and patiently as they wait for the childminder to collect items needed for a nature discovery walk. The childminder praises children at every opportunity, which helps motivate them to learn.

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

- The childminder takes children on regular outings. For example, children visit libraries, music groups, woodlands and the beach. These visits help children learn about the wider world and to develop good social skills. Children benefit from walks to local parks where they develop an understanding of how to keep themselves safe. For instance, they slow down when running when the ground is uneven, because they know this will help prevent falls.
- Young children listen intently as the childminder reads an animal story and use their memory skills as they recall the sounds that animals make. For example, they learn that sheep say 'baa' and owls say 'woo'. The childminder skilfully plays alongside the children and consistently talks to them as they play. However, on occasion, she does not always fully support young children to develop their vocabulary and acquire new words.
- Partnerships with parents are strong. The childminder works hard with parents to find out as much information as possible about children's interests and care needs before they start. Parents value the ongoing progress updates provided by the childminder. They comment that the childminder provides a 'home-from-home' environment for their children.

- The childminder strongly supports children's independence skills. For example, young children attempt to put on their own bibs and to tidy away after snack, under the watchful eye of the childminder. Children welcome praise and recognition for their achievements as they put on their own boots and find their coats. This helps to raise their self-esteem and confidence.
- The childminder skilfully builds on what children already know and what they need to learn next. She provides activities which help meet individual children's specific needs. The childminder ensures that she communicates strategies with parents, to ensure continuity of care and learning. She has extensive knowledge of how to support children who are at risk of falling behind. The childminder monitors children's progress carefully and quickly identifies any delay in their learning.
- The childminder regularly evaluates her setting and makes positive changes to help motivate children to learn. For instance, she has recently attended training on how to support creative processes in children. The childminder introduced a less-prescriptive approach to art in her setting. As a result, children have become more captivated and excited in their learning.
- Children develop a sound understanding of healthy lifestyles. They enjoy home-cooked nutritious food and healthy fruits. Children eat their food with enthusiasm and feed themselves well. This helps build upon their self-help skills from a very young age. The childminder teaches children good hygiene routines, such as washing their hands before meals.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is exceptionally vigilant. Children's safety and well-being are given the highest priority. The childminder has an excellent knowledge of safeguarding procedures and has an in-depth awareness of possible indicators that a child may be at risk of abuse. The childminder carries out risk assessments in her home and on outings, which help to ensure that children are safe and secure in her care. She makes sure that she completes her mandatory training in first aid and safeguarding, including radicalisation, county lines and female genital mutilation.

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

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

- increase opportunities for children to develop their vocabulary and acquisition of new words.

## Setting details

<b>Unique reference number</b>	EY562377
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10191229
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Worthing, West Sussex. She works all year round, including before and after school, from 8am to 6pm. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Tina Lambert

### 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 her evaluation of the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector took into account the written views of parents.
- The inspector looked at a variety of documents, including evidence of suitability checks carried out on people living at the same address.
- The inspector observed the childminder's interaction with children and discussed her observations with the childminder.
- The childminder talked about the different activities she provides to support children's learning and development.
- The childminder showed the inspector around the areas of her home that are used for childcare.

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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