

Childminder report

Inspection date: 14 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and happy in the childminder's care. There is strong bond between children, who enjoy each other's company and behave well. These friendships help children learn how to share favourite toys and to take turns during their play. For instance, as children sit to listen to a story, they take turns choosing favourite books. They listen attentively and share the coloured leaves, matching these to pictures in the story. Children are encouraged to be independent. For instance, toddlers tidy away toys before they sit to eat. They learn how to feed themselves and how to drink from cups at snack time. Children take great pride in being able to manage some routines for themselves.

Children enjoy a wide curriculum, which incorporates their unique interests and helps them to make good progress in their development. The childminder has high expectations for all children. Opportunities for children to explore and investigate are promoted well. For example, children enjoy exploring pumpkins and gourds. They learn the names of different colours as they explore the different shades of the vegetables. Children hear new language and develop good listening and attention skills. These skills help to prepare them well for their next stage in learning.

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

- The childminder develops warm, trusting relationships with children, to support their personal, social and emotional development well. She values each child's individual personality and adapts her care to meet this. Children are very confident, happy and relaxed in the childminder's care.
- Children benefit from a range of opportunities to learn about the natural world. The childminder helps children learn about their local community, through trips to the park, woodlands and the local beach. Children learn how to grow, tend and harvest fruits and vegetables, and they try these new foods at mealtimes. These experiences help to support children in learning about nature, including through the changing seasons.
- The childminder provides opportunities for children to hear new language as they play. She reads to children, talks to them as they play and models new words for them to hear. Children develop good understanding and attention skills. However, for some younger children, the childminder identifies that further focus is needed to encourage them to talk and express themselves so that their language and communication skills are fully enhanced throughout the day.
- The childminder regularly evaluates her provision. She makes good use of relevant training to help raise the quality of her teaching. She shares ideas with other professionals, to help identify improvements to her setting. For instance,

since her last inspection she has created a more natural and outdoor outlook to children's learning, to motivate their curiosity and self-led play. Children are keen to explore. They persist when activities are more challenging. The childminder uses the new knowledge and skills she gains to support the good-quality teaching she offers children.

- Parents speak very highly of the childminder and the good-quality care she offers their children. They benefit from the regular exchanges of information about children's daily activities, their key achievements and the progress they make in their learning. However, at times, the childminder does not use these strong partnerships to find out about children's experiences at home, to help her to consistently inform and plan the support for children's learning at the highest levels.
- Children benefit from opportunities to develop an interest in books and reading. The childminder provides a range of factual and fiction books for children to choose from freely. Toddlers excitedly select books and match toys to characters in stories. For instance, they find the hedgehog and match this against the pictures in the book. Children listen as the childminder brings stories to life, using exciting voices as she supports their early interest in books well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She completes regular safeguarding training to build on her knowledge and skills. The childminder has a good understanding of the signs of abuse and neglect and safeguarding concerns, including county lines. She knows how to report and escalate concerns, to promote children's welfare. The childminder supervises children indoors, outdoors and when they are eating meals or snacks. She helps children to learn routines to keep themselves safe. For instance, children learn why it is important to sit on the sofa and not to climb, to prevent them from falling and hurting themselves.

What does the setting need to do to improve?

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

- develop the use of techniques that encourage children to talk and express themselves so that their language and communication skills are fully enhanced throughout the day
- gather more detailed information from parents about children's experiences at home, to help plan and support children's learning.

Setting details

Unique reference number	114353
Local authority	West Sussex
Inspection number	10258819
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2000. She lives in Littlehampton, West Sussex. The childminder provides care for children Monday to Friday, from 7.30am to 5pm, for most of the year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting with the inspector, in writing.
- The childminder provided the inspector with a sample of key documents on request.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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