

Childminder report

Inspection date: 27 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled in the childminder's care. They seek support and comfort when they need it and enjoy playing alongside others. The childminder knows the children and their characters well. She considers their individuality and adapts her environment to reflect their personalities. For example, she creates spaces where children can be quiet. This helps children to develop a sense of belonging and gain confidence.

Children are developing a love of stories. They enjoy snuggling up with the childminder and reading books. The childminder uses puppets and props to make story times interactive and engaging. Children enjoy repeating animal sounds and turning the pages as they listen to stories. This helps children to develop the skills they will need for their future learning.

Children behave well. The childminder has high expectations for children's behaviour. Young children demonstrate an understanding of the rules as they follow instructions. For example, they independently return toys to their boxes at the end of play. Children thrive from the meaningful praise that the childminder provides. This creates a desire for children to want to do well and take pride in their achievements.

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

- The childminder updates her knowledge through personal research and training. This has had a positive impact on her curriculum planning and practice. For instance, the curriculum now focuses more precisely on what children need to learn next. As a result, children are making good progress from their starting points.
- Young children's emerging speech and language development is well supported. The childminder uses repetition and modelling of language to support children's communication. She introduces new vocabulary while modelling actions. This helps children to develop their comprehension of spoken language. For example, children laugh with delight as they lay on a large ball. The childminder repeats 'forwards' and 'backwards' as she slowly moves the ball.
- The childminder provides resources to help young children learn about the world around them. For example, she provides real fruit and vegetables in the home corner. Children investigate the food through touch and taste. Children offer the items to their friends and share. The childminder talks to the children about eating the items at home. This enables young children to make connections to support their learning.
- Children are learning to be independent. The childminder provides lots of opportunities to promote independence from an early age. For instance, young

children wash their hands and faces independently after mealtimes. They learn to use cutlery as they practise picking up soft fruit with forks. This helps children to develop the skills they will need for their next stage in learning.

- Young children are learning about behaviour as they negotiate their wants and needs. The childminder uses potential conflict to help children learn about good choices. For instance, she sits with children and helps them to express their feelings while suggesting solutions. This helps children to begin to understand the impact their behaviour has on others.
- Children enjoy the different focus in learning each room has to offer. They transition from one area to another with ease. However, on occasion, children have to wait unnecessarily while the childminder organises the next activity. As a result, children take longer to settle once the activity is ready. This has an impact on their engagement.
- Children are learning to keep themselves safe and healthy. For example, while using knives for cutting, the childminder explains why children should not place these in their mouths. Children sneeze and cough in their hands to stop the spread of germs. They develop good hygiene routines as they wash their hands after nappy changes. The strong focus on health, safety and hygiene promotes children's well-being.
- Parents speak highly about the care their children receive and the progress they make. Parents receive regular information about their children's experiences and progress. Parents report positively on the support and guidance they receive about their children's development. One parent stated that their child has 'blossomed' during their time with the childminder. Partnerships with parents are effective.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates clear knowledge of the signs and symptoms of potential abuse. This includes extreme views and allegation management. She is clear on the action to take should she have a concern about the welfare of a child. The childminder has a secure understanding of local safeguarding partnership procedures and updates her safeguarding knowledge regularly. She uses risk assessment effectively to identify and minimise potential risks to children, including pets. The childminder provides a secure environment where children feel safe.

What does the setting need to do to improve?

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

- improve the organisation of activities and routines to ensure that children are able to engage in learning without unnecessary delays.

Setting details

Unique reference number	160409
Local authority	West Sussex
Inspection number	10243388
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 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 May 2022

Information about this early years setting

The childminder registered in 2001 and lives in Chichester, West Sussex. She operates all year round from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector had a learning walk with the childminder and discussed the curriculum the childminder provides for the children.
- Observations were carried out by the inspector on the childminder interacting and communicating with the children.
- The inspector spoke to children and the childminder at convenient times and reviewed written feedback from parents.
- A sample of documentation was reviewed, including qualification certificates and evidence of suitability checks for household members.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022