

Childminder report

Inspection date:

22 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are relaxed in the childminder's company. They have strong bonds with the warm and caring childminder. Children take part in a range of activities that are based on their interests. For example, they explore different textures in a tray of autumnal leaves and vehicles. Children develop their understanding of the world through frequent outings. For example, they go on visits to beaches, toddler groups, soft-play venues and local farms. This also helps children to build their confidence and social skills as they meet others on their outings. However, activities are not consistently planned to build on children's learning and development.

Older children are encouraged to be kind to younger children. Children are frequently reminded of the rules and boundaries. However, these are not always age appropriate and can impact on children's freedom to explore the play environment.

Children enjoy reading stories and they have favourite books that they enjoy looking at with others. Children develop their small-muscle skills through exploring the toys. For example, they open and close doors and windows on a doll's house. This also helps develop their hand-to-eye coordination.

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

- The childminder gets to know her children well and has a good understanding of what they can do. However, the curriculum does not build on this and is not yet tailored to meet the individual needs of the children in her care. For example, the childminder focuses on children's knowledge of colours and sizes before they are secure in their language skills. This impacts on the progress children make in their learning and development.
- Children are encouraged to learn rules and boundaries from a very young age. However, some of the childminder's behaviour expectations are not realistic for very young children and this impacts children's attitude to learning. For example, the childminder does not adapt her expectations when children feel unsettled when unknown adults, such as inspectors, visit her. This means children remain anxious.
- The childminder sings and chats to children as she changes their nappies. However, they are not effectively supported to manage their own self-care routines. For example, children are not encouraged to help with aspects such as undressing. Additionally, the childminder does not clear away equipment, such as the changing mat, efficiently. This does not support children's understanding of good hygiene practices.
- The childminder supports children who speak English as an additional language.

She understands the importance of working closely with parents to gain as much information as she can about their interests and development when they start with her. This has a positive impact on children because they feel welcomed into the home as they begin to learn English.

- Parents speak highly about the childminder and describe how she updates them about their child's day with photos and messages. Parents describe her as very welcoming and describe the positive impact she has had on their child's development. For example, their child's social skills have progressed well since starting at the childminder's.
- The childminder promotes a calm and caring atmosphere. She uses children's names and engages them in conversation during the daily routines. The childminder encourages the children to play with each other and develop their turn-taking skills. Children enjoy playing with small-world toys as they learn to take turns. For example, they take turns racing cars around a toy garage.
- The childminder accesses training to help her professional development. For example, she recently attended training to further understand how to safeguard children. This has a positive impact on children as she fully understands how to keep them safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the indicators of abuse, including a variety of safeguarding issues, such as radicalisation. The childminder has clear procedures in place for recording and reporting any concerns to the appropriate professionals. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder checks her premises and garden each day and minimises any hazards to children's safety. She also risk assesses any potential hazards on trips. She accesses paediatric first-aid training to help her know what to do in a medical emergency.

What does the setting need to do to improve?

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

- ensure that the curriculum is tailored to meet children's individual needs and stages of development, and builds on what they already know and can do
- ensure behaviour expectations are age appropriate for all children
- ensure that children become increasingly independent in managing their self-care needs and understand the need for good hygiene practices.

Setting details

Unique reference number	114846
Local authority	West Sussex
Inspection number	10228178
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 5
Total number of places	6
Number of children on roll	0
Date of previous inspection	13 January 2017

Information about this early years setting

The childminder registered in 1989. She lives in Burgess Hill, West Sussex. The childminder provides care for children between 7am and 6.30pm, each weekday, all year through.

Information about this inspection

Inspector

Astrella Chapman

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 provider.
- Parents shared their views on the childminder with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector discussed the childminder's knowledge of managing safeguarding concerns.
- The inspector observed activities and interactions between the childminder and children.
- The childminder discussed the activities with the inspector.

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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