

Childminder report

Inspection date: 18 November 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

The experienced childminder helps children to feel happy and safe in her home. Children are confident to talk to the visitor and show her their toys. Newer children receive reassurance. This helps them to develop confidence and emotional well-being.

Children independently explore a range of activities. They become excited when their interest is sparked. They play at making food for each other in the well-equipped home corner. Children also enjoy music and are thrilled to ask 'Alexa' to play 'The Wheels on the Bus'. They have great fun making music on the electric piano.

Excited, children decorate a picture of Pudsey Bear with different-coloured play dough spots. Children enjoy counting the spots afterwards. They develop their finger muscles by manipulating the dough into different shapes. Younger children begin to recognise different colours as they select the coloured lids on containers. Children enthusiastically mix colours, delighting at the result. Afterwards, they try different techniques to make patterns in the dough.

Expectations for behaviour are high. The childminder is an excellent role model, and children learn to say please and thank you. Children are gentle and kind to each other, especially to babies, and play well together. All children receive praise and encouragement. This helps children to develop their self-esteem and confidence when trying new things.

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

- The childminder regularly meets with local childminders and joins them for training events. She consults with health visitors, teachers at the local school and other professionals. This helps the childminder to ensure that all children in her care receive the support they need. It also supports smooth transition to school.
- Children enjoy having stories read to them as they snuggle together on the settee. They join in enthusiastically when the childminder asks them about the pictures and what might happen next. The childminder supports children to recognise and name animals they see in the book. This helps children extend their knowledge of the world and their enjoyment of books and stories.
- Children enjoy walks to the local garden centre, library and park and sometimes drive to a farm or the beach. This not only helps children's physical development but also widens their knowledge of the community. Children are also taken to local playgroups, where they meet other children and develop their social skills.
- Parents speak very highly of the childminder. They praise the care and attention

she takes to settling children. Parents receive regular updates about their child's learning and development. They welcome daily information about their child's activities and advice for learning at home. Parents give positive feedback about the range of new experiences the childminder provides for their child.

- The childminder skilfully supports all children. She provides praise and encouragement throughout the day. She recognises children's unique needs and interests and plans accordingly. She adapts activities to meet the age ranges present. While a child counts play dough spots, babies copy her and squash their own dough. This helps all children make good progress in their learning.
- Children wash their hands before and after a healthy snack. This helps them learn about good personal hygiene. All children have access to water to keep hydrated. The childminder explains to children why their nose needs wiping and when their nappy needs changing. This helps children to understand personal care routines.
- The childminder plans for every individual child and is clear about what they need to learn next. Sometimes, she adapts her planning to fit in with children's current interests. This helps children to feel valued and that their thoughts and ideas matter. It also provides other children with new ideas and experiences.
- This is a happy and chatty setting. The childminder talks to children and observes them as they play. Overall, she supports children's communication and language skills well. Children have time to think and ponder before answering questions, which builds their confidence. The childminder recognises and responds to babies' non-verbal signals. This means their needs are responded to and met. However, on occasion, she does not make use of opportunities to introduce new language and vocabulary, to extend children's learning even further by , for example, using rhymes and singing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe. She completes regular safeguarding training to keep her knowledge up to date. The childminder has a good understanding of the signs of abuse and neglect. She has also learned about extremist behaviours and the impact these may have on children and their families. She records information accurately and knows how to report any concerns. Children are always supervised. The premises is risk assessed so that children can play and explore safely.

What does the setting need to do to improve?

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

- make even more use of interactions with children to further extend their vocabulary and language skills and help them make the best possible progress.

Setting details

Unique reference number	EY393408
Local authority	West Sussex
Inspection number	10228496
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 7
Total number of places	11
Number of children on roll	0
Date of previous inspection	13 February 2017

Information about this early years setting

The childminder registered in 2009. She lives in Hassocks, West Sussex. The childminder receives funding to provide free early education for children aged three and four years. Her service opens four days a week, all year round.

Information about this inspection

Inspector

Penny Smith

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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