

Childminder report

Inspection date: 9 January 2023

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

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

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

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

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

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle when upon arrival at the childminder's setting. They enjoy a close cuddle with the childminder, which provides them with security. It also enables them to take the time they need to feel able to join in with their friends. Children develop a thorough enjoyment of books and reading. The childminder provides books and reading material throughout the home-from-home environment. Children readily choose books to look at independently, or they take them to the childminder, who happily reads books to them or talks about items on the posters.

Children learn about the importance of good health and hygiene. For example, they independently and readily access fresh drinking water and enjoy healthy snacks and meals. Children are beginning to understand about taking turns, such as when they play with toys. For instance, they each wait to place their car on the track to watch it go down the ramps. One of the children then exclaims, 'my turn', after they had waited. The childminder assesses effectively what she knows children need to learn next. For example, her current focus is on increasing children's speaking skills and building their social and physical development.

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

- The childminder plans the homely environment effectively, enabling children to independently make choices in their play. Overall, children make good progress in their learning in the childminder's care. She is fully aware of their levels of development and what they need to learn next. She uses this information along with children's interests to plan activities and experiences to support their progress.
- Children enjoy spending time exploring technological resources. They take delight as they press buttons and are rewarded with a recorded voice or song. Children also work out how to open the drawer on the cash register. This supports children's awareness of technology and how things work.
- On occasion, the childminder does not always make sure that she gives children the time they need to gather their thoughts and respond to her questions. For example, she asks them what an object is but then tells them without allowing time for them to process her question. This does not further extend children's communication and language skills.
- Children learn to work out how to complete puzzles that are age-appropriate. They work out how to fit each wooden piece into the tray. They were able to look at the shapes and sometimes work out immediately where they went. On other occasions, they solved the puzzle by turning it around and seeing if the pieces fit. Each time, the children were able to succeed and showed good levels of perseverance.
- Children learn to share successfully, with gentle support and guidance from the

childminder. For example, one child held another's baby doll, explaining that it was theirs. The childminder calmly explained that the child was just having a look at the doll, and this explanation was understood. The child then went back to gently feeding the doll using a bowl and spoon. This helps children to understand about caring for others.

- The childminder supports children who are learning more than one language sufficiently. However, she does not always make sure that she fully embraces children's heritage and cultural backgrounds. This does not further support children to learn about similarities and differences in their community and the wider world.
- The childminder builds good working relationships with parents. She communicates with them on a daily basis through discussions and messaging. This enables parents to have a good overview of their children's learning opportunities and developmental stages. Parents comment positively about the childminder, stating that she 'is an extension to our family, and family life wouldn't function without her.'
- The childminder has a thorough knowledge of how to work with other professionals who may be involved in children's care and education. She follows appropriate procedures to share information about what children know and what they need to learn next. This means that all children make good developmental progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection and the procedures to follow if she has any concerns about a child or family in her care. Her good understanding extends to many aspects of safeguarding, including differing cultural practices and online safety. The childminder continually risk assesses her home and outings to minimize hazards. Children learn about their own safety and that of others, and the childminder offers gentle reminders during their play. For example, she explains to children to walk slowly when pushing the shopping trolley and to be careful of others around them.

What does the setting need to do to improve?

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

- provide children with the time they need to gather their thoughts and respond to questions, to further enhance their speaking skills
- embrace children's cultural backgrounds more effectively to aid children's understanding of similarities and differences.

Setting details

Unique reference number	114839
Local authority	West Sussex
Inspection number	10228177
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 11
Total number of places	6
Number of children on roll	0
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2000. She lives in Southwater, near Horsham, West Sussex. The childminder has a childcare qualification at level 3. She provides care for children between 7am and 6pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Helen Penticost

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 childminder spoke to the inspector about her intentions for children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector took account of parents' views through written feedback.
- The inspector observed the quality of education being provided and assessed the impact of this on children's learning.

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 2023