

# Childminder report

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Inspection date: 21 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children are happy and confident in the childminder's home and quickly settle into their routine. They have positive relationships with the childminder and her assistant and enjoy the time they spend with them. Children sit for cuddles with the childminder's assistant as they explore activities. The childminder and her assistant speak in supportive manner and praise the children for their achievements. Children are confident to speak about what they know and can do. For example, they discuss how they build with the pyramid blocks while creating fantastic castles. Children receive well-deserved praise and encouragement throughout their day. This helps to enhance their sense of pride in their achievements.

Children have access to lots of interesting resources and activities, and enjoy exploring the learning environment. For example, young children enjoy playing with toy cars and diggers. They excitedly make car engine noises, press buttons to start sirens and develop coordination skills as they manoeuvre the toy vehicles. Children engage in the activities the childminder creates.

A love of books and stories is promoted by the childminder and her assistant. They teach even the youngest of children how to look at and handle books as they read to them. The childminder links children's emotional well-being and an awareness of disabilities to the stories she reads. Children listen intently to the words from 'Can Bears Ski' story, helping them to understand how being deaf can impact on daily life and activities.

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

- The childminder provides a curriculum that offers a wide range of learning experiences. Children use a variety of resources to practise their fine motor skills. For example, children use tweezers, pots and scoops to move colourful rice, beans and pom-poms. Children are encouraged to observe objects closely through magnifying glasses. However, the childminder does not consistently allow children time to experiment for themselves and develop the skills they need to learn next.
- The childminder is very experienced. She reflects on her practice and is clear about how she wants to develop her provision. The childminder is passionate about giving her best to the children in her care. She has a good understanding of child development and her children's abilities and interests.
- The childminder and her assistant provide a nurturing environment, with lots of warmth, cuddles and clear routines. This helps to settle new children with ease. For example, one child spent time sleeping on the childminder during their settling in session. They woke up to her gentle reassurance and calm voice,

encouraging strong attachments to the childminder and a smooth transition from home to the setting.

- The childminder and her assistant support children to develop independence. They manage self-care tasks, such as going to the toilet by themselves and washing their hands. The childminder encourages children to use spoons when eating yogurt. However, at times, they do things for children, such as wiping their noses or putting on coats. This reduces opportunities for children to develop their independence.
- The childminder and her assistant support children to develop knowledge of the wider world and their local community. They visit the park, construction sites, toddler groups and other local places of interest. The childminder supports children to celebrate other religious and cultural celebrations. For example, children enjoyed craft activities and writing their name in their Mother's Day card.
- The childminder and her assistant model language and repeat words back to children. They use lots of eye contact and crouch down to the children's level. This supports children to feel safe, secure and valued, as well as builds on their language skills.
- The childminder has good relationships with other professionals. For example, she is the chairperson of a local childminder group where they share ideas and best practice. She ensures she keeps her and her assistant's training up to date. The assistant feels well supported in the role and enjoys his job.
- Parents are positive about the care their children receive. They are happy with the regular feedback and activities children take part in. Parents recommend the childminder to others and say that children make good progress in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to recognise the signs that a child is at risk from harm. She ensures that she keeps her own and her assistant's safeguarding training and knowledge up to date and has robust safeguarding procedures in place. They know how to record incidents and refer concerns to the appropriate agencies. The childminder and her assistant ensure that the environment is safe and secure and risk assessments are completed for trips and visits. The childminder and her assistant supervise children well and help them to learn about road safety.

## What does the setting need to do to improve?

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

- build upon children's emerging skills and interests as they play, to support them

- to make the best possible progress
- encourage children to do things for themselves to build on their independence skills.

## Setting details

<b>Unique reference number</b>	114842
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10263620
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	8 May 2017

## Information about this early years setting

The childminder registered in 1995 and lives in Horsham, West Sussex. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 7. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant, who holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Amanda Harrison

## 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written and verbal comments.

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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