

Childminder report

Inspection date: 14 June 2023

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

Children are happy and settled with the childminder and her assistants. They display high levels of confidence as they happily greet visitors and explore their home-from-home environment. The childminder supports children to be kind and caring towards each other. For example, she clearly explains to them how it makes other children feel happy when they are involved and included in a game about 'hunting baddies'.

Children behave well and show that they understand the childminder's high expectations. For instance, they know that they need to wait to start their lunch until all of the other children have theirs. They also help to tidy away after lunch, and they do so with smiles on their faces.

Children are keen and active learners. They readily engage in activities and stay focused for long periods of time. Children persevere with challenges, such as using wooden fishing rods to catch small magnetic fish. This helps children to strengthen their hand-eye coordination and fine motor skills. Children enjoy spending time in the outdoor area and going to places in the local community. For example, they go on regular trips to the library and the greengrocers. This helps children to develop their social skills and to begin to understand the importance of road safety when going on trips outside the home.

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

- The childminder and her assistants have a clear vision for what they want children to learn. They use assessment to plan children's next steps in their learning effectively. The childminder and her assistants plan activities and resources to support the developing needs of each child. However, children's ideas are not always considered when planning these activities. This limits their involvement and does not fully enhance children's learning experiences.
- Overall, children have positive attitudes towards learning. They involve the childminder and her assistants in their play and smile as they join in. The childminder and her assistants offer lots of praise and encouragement to children. They use phrases such as 'good job!' and 'well done' as children correctly name objects when playing a guessing game. The childminder supports children's social skills effectively. Older children are positive role models to younger children, and the childminder teaches all children to respect each other. They learn to play and cooperate effectively with children of all ages.
- The childminder and her assistants help children to develop a love of books. For instance, they enjoy looking at books in a quiet area, sharing the pictures and content with friends and the childminder. Children laugh as they retell a story, demonstrating good concentration skills. The childminder and her assistants help

children to increase their vocabulary by correctly modelling the pronunciation of words. Children then repeat these words accurately. This helps to improve their communication and listening skills.

- The childminder offers healthy food options at snack time. She holds discussions with parents regarding allergies to help her ensure that she is meeting children's individual needs. Children's well-being is further supported by participating in activities to increase their knowledge of how to look after their teeth effectively.
- Partnerships with parents are strong. The childminder supports children's emotional needs by allowing them to settle in at their own pace. She adjusts the daily routine as necessary to allow new children to feel secure and comfortable in the environment. The childminder communicates regularly with parents throughout the day to share children's learning and achievements. Parents comment that the childminder's home has 'a buzz of energy in the air' and that it is like a 'second home'. The childminder also liaises with the local schools to share information about children and their development before they transition to school. This helps to ensure continuity of care.
- The childminder demonstrates that she reflects on her practice and makes ongoing changes to her setting. The childminder takes a proactive approach in seeking training for herself and her assistants to help to support the children in their care. For instance, a recent training course on supporting children's speech and language development has helped the childminder to recognise more promptly when children need support from outside professionals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants understand their safeguarding responsibilities. For example, they have attended safeguarding training and can identify the signs and symptoms of abuse. The childminder knows the procedure for referring any concern to the local authority when a child is at risk of harm. She knows the course of action to take if somebody makes an allegation against herself or a family member. The childminder and her assistants have a good understanding of the risk of drug trafficking and keeping children and families safe from radicalisation. 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:

- build on children's interests more consistently when planning, to increase their focus on learning.

Setting details

Unique reference number	EY232573
Local authority	West Sussex
Inspection number	10285457
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	2 to 12
Total number of places	12
Number of children on roll	39
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2003. She lives in Bognor Regis, West Sussex. The childminder works with two assistants each day. She has four registered assistants in total who work regularly with her, all of whom hold appropriate childcare qualifications. The childminder provides care from Monday to Friday, from 7.30am to 5.30pm, throughout the year. She receives funding for the provision of free early years education for children aged three and four years.

Information about this inspection

Inspector

Clare Leake

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 childminder.
- The childminder discussed her curriculum intentions with the inspector during a learning walk.
- The inspector and the childminder evaluated an activity together.
- Parents shared their views with the inspector through discussion and written feedback provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The inspector sampled relevant documents.
- The childminder, her assistants and the inspector held discussions at appropriate times during the inspection.

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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