

Childminder report

Inspection date: 28 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy to be with the childminder in her comfortable home and garden. They settle quickly when they arrive. Children access the garden freely from the playroom, independently access resources and choose what they would like to do. The experienced childminder provides a good range of engaging activities to help all children learn and develop well. She knows what children need to learn next and follows their interests. For example, children thoroughly enjoy exploring water play. They learn mathematical concepts and physical skills as they pour water into different-sized containers and order them by size. They carefully carry jugs of water to the play kitchen and use their imagination as they make 'cups of tea' for the childminder. She encourages children to talk about what they are doing and to solve problems, such as how toys fit together.

The childminder has high expectations for children's behaviour. Children respond well to her positive encouragement, and they help to tidy away toys when they have finished playing with them. The childminder is calm and consistent when supporting children to manage their feelings and behaviour. Children are kind to each other, encouraging toddlers with a cuddle or inviting them to join their play, for instance.

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

- Children benefit from the exciting daily trips that are an integral part of the childminder's provision. These outings broaden the range of learning opportunities. For example, children enjoy singing and dancing at a weekly playgroup. They develop social skills and learn about the differences between people as they meet other children. Children visit the park, beach or farm and learn about the world around them.
- The childminder has a close relationship with the children she cares for and she knows them well. She has a good understanding of their developmental starting points from their first settling-in sessions. The childminder reflects children's interests in her activity planning. However, at times, she has a lack of focus on children's next steps and tries to incorporate too many learning intentions at once. As a result, children do not fully develop their learning and make the highest possible rates of progress.
- The childminder promotes children's language skills well. She joins in play at their level and uses positive language and tone of voice when speaking to show that she is interested. The childminder talks to children about what they are doing and asks questions to help them think about their play and remember previous experiences. She repeats words back to them clearly. Children hear, and learn to use, correct speech sounds.
- Children concentrate well when engaged in learning with the childminder's

support. For example, they spend some time peeling stickers and using collage to create pictures. The childminder makes suggestions and encourages them to keep trying. Children practise writing the letters of their name, learn how glue sticks work and put lids back carefully when they have finished. However, the childminder does not consistently support children to develop their engagement in their self-chosen play. At times, some children move on to another activity quickly and are not fully engaged in learning.

- The childminder follows flexible routines to meet the needs of the children. She responds quickly when babies and children are tired or hungry. She encourages children to learn independence skills. For example, children clean their hands before eating and learn to use the toilet. The childminder talks to children about healthy food choices and encourages them to drink water at regular intervals.
- Parents feel that their children have made great progress at the childminder's setting. For example, they have learned how to sit and listen, how to follow instructions and have developed very good physical skills. The childminder gives parents information about their children's day and progress, including a detailed check when they are two years of age. She supports parents with children's potty training and provides ideas for healthy food for snacks and lunch.
- The childminder is keen to provide a good provision for children and families. She has taken action to improve her practice since the last inspection. For example, she accesses support and uses advice from the local authority to ensure ongoing improvements. Through training, she knows more about how to guide children's speech development effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She accesses regular training to keep her knowledge up to date. She knows who to contact if she is concerned about a child's welfare or the behaviour of adults, such as other childminders she meets. The childminder has an arrangement with another registered childminder to provide a safe space in an emergency. The childminder understands the dangers associated with internet use. She helps children to stay safe online and promotes this with parents. The childminder is trained in paediatric first aid. She knows how to record and report to parents any accidents that may occur while children are in her care.

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 intended learning of planned activities is more focused on what individual children need to learn next
- support children consistently to concentrate, think about and fully engage in

their self-chosen activities.

Setting details

Unique reference number	114846
Local authority	West Sussex
Inspection number	10267281
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	7
Date of previous inspection	22 November 2022

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 8am and 6pm each weekday, all year round. She has an appropriate childminder qualification at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- The childminder talked to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children and parents spoke with the inspector during the inspection.
- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed a sample of documentation and checked evidence of the suitability of the childminder to work with children.

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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