

Childminder report

Inspection date: 25 September 2024

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children have close relationships with the childminder. They show that they are happy and settled at the childminder's home. Children come in with joy and excitement, eager to find out what they are doing today. However, there is a significant breach to the safeguarding and welfare requirements.

Children have a good understanding of how to manage their behaviour. This is because the childminder provides them with simple rules and reminders. For example, the childminder encourages children to always use 'kind words' and 'kind hands'. Furthermore, the childminder offers children praise when they demonstrate caring and respectful behaviour. Children behave well and understand what is expected of them.

The childminder creates a curriculum that is balanced and follows children's individual interests. She introduces activities to broaden children's knowledge and understanding of the world around them. For example, she teaches them about emergency services and takes them out to see a fire engine and speak to firefighters. Children recall their experiences and explain what they learned about parts of the vehicle. Children gain knowledge from enriching experiences.

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

- The childminder does not ensure that a full and relevant paediatric first-aid certificate is maintained. This means she does not gain full and up-to-date knowledge so that she can administer suitable first aid to children should they be injured or unwell. However, the childminder does complete other training that increases her knowledge of first aid. For example, the childminder can competently explain the procedure to follow if a child is choking. This means that the childminder could provide first aid if necessary.
- The childminder works closely with other settings that children attend. For example, she collaborates with a nearby nursery to complete assessments. They work together to explore children's progress and identify the next steps in their education. This means that children consistently benefit from a shared approach to their learning.
- Parents explain that communication with the childminder is open and valuable. They receive frequent updates about what their child has been doing. Parents feel involved with their child's day as they frequently receive photos. The childminder also works with parents to provide advice and support to further children's learning at home. Partnerships with parents are strong.
- The childminder provides children with activities that follow their interests. For example, when children want to make fabric bracelets, the childminder discovers exciting ways for young children to do this. Children follow instructions carefully

and are proud of their accomplishments. Attitudes to learning are highly positive.

- Children develop a secure love of reading. The childminder encourages children to value books and stories. She reads to them frequently with joy and enthusiasm. Children listen closely and become absorbed in the story. The childminder checks their comprehension and answers their insightful questions. Children confidently say which books they 'love' the most.
- Communication and language is promoted regularly by the childminder. She has meaningful conversations with children. They tell her about the exciting animal shows they have been to at the weekend. The childminder builds further on children's language when they look at pictures in books. For example, the childminder introduces the word 'spindle' and tells children what it is and who might use it. Children's growing vocabularies are supported well.
- The childminder recognises the importance of teaching children about numbers and counting. When she identifies a gap in children's knowledge, the childminder helps children practise their skills. However, occasionally, the childminder does not develop activities further. Therefore, at times, children's knowledge of mathematical concepts is not extended.
- The childminder supports children to develop their independence skills. She talks to children about gaining new skills to get them ready for school. The childminder encourages them to take off their own shoes and offers them plenty of praise when they try hard. Children demonstrate confidence as they begin to conduct some of their care and hygiene needs by themselves.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
obtain and maintain a full and relevant paediatric first-aid certificate.	16/10/2024

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

- develop the mathematics curriculum to further extend children's knowledge of mathematical concepts.

Setting details

Unique reference number	114612
Local authority	West Sussex
Inspection number	10355232
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 1999 and lives in Northchapel, near Petworth, West Sussex. The childminder provides care from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder accepts early years free entitlement funding for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder showed the inspector the provision and discussed the curriculum.
- The inspector took account of parents' written views.
- The childminder provided the inspector with key documentation on request.
- The inspector observed interactions between children and the childminder.

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 2024