

Childminder report

Inspection date: 1 October 2024

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 excited as they arrive and they settle quickly in the childminder's home. The childminder builds strong bonds with children and they feel safe and secure in her care. She acts as a strong role model for sharing, being kind and being respectful. The childminder provides clear and consistent boundaries for the children, who behave very well. She encourages children to be independent, including children with special educational needs and/or disabilities (SEND). They access resources and activities and begin to learn to do small tasks for themselves, such as putting on their own shoes and taking them off. The childminder effectively supports children's confidence, and their self-esteem is high. She praises them for persevering during activities and achieving something for the first time. For example, children tentatively engage in a painting, sensory activity which they have never done before. The childminder celebrates with children for 'having a go'. This helps to support children's self-esteem and to encourage them to further explore.

The childminder involves the children with a curriculum that is broad and balanced. She recognises that children need to develop their communication and social skills, in order to provide a foundation for future learning. Children visit larger groups of children to help them socialise. The childminder effectively supports children's emerging vocabulary and communication by providing a language-rich environment. Children are exposed to stories and rhymes. The childminder speaks clearly to children and gives them time to respond and process what has been said.

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

- The childminder plans a rich range of outings for children to practise key skills, such as socialising with others. Children experience the wider world around them as they visit farms and woodlands. The childminder offers daily opportunities for children to build on their large muscle development. For example, they run and climb in the well-organised garden and visit parks and soft-play centres. The childminder also provides crafts and mark-making activities. This helps to support children develop their hand muscles, which are later used for writing.
- The childminder has a good knowledge of the children's development. She uses observation and assessment to plan for children's next steps in learning. However, there are times when the childminder provides activities that are not planned to meet the individual stage of development for all children. Consequently, some children lose focus and become disengaged from meaningful learning.
- The childminder is extremely sensitive to the individual needs of all children. She actively advocates for those children with SEND. Parents speak highly of the childminder's passion for inclusion. She regularly invests in her own professional development by undertaking training to help children who need a more targeted

approach. Such as those children who have communication delay. As a result, all children make good progress from their starting points.

- Children learn about the importance of keeping themselves healthy. The childminder encourages children to eat fruits and vegetables. She offers advice and support for parents. For example, how to help children who might be fussy eaters. The childminder reminds children to drink water throughout the day. However, she does not consistently help children learn about all elements of good hygiene and self care, such as regular handwashing.
- Children's communication development is well embedded through play and routine tasks. The childminder understands that practising sounds strongly supports children with their developing vocabulary. She encourages children to experiment with animal and vehicle noises. Children learn that tigers 'roar' and dogs go 'woof woof'. They continue to use sounds, such as 'choo choo' during independent play when building a train track.
- Children develop a basic awareness of how to keep themselves safe. The childminder is vigilant and uses age-appropriate resources to introduce children to the dangers of the internet. Children are reminded that they must not climb on furniture in case they fall. The childminder's home is safe and suitable. She keeps her premises free from hazards to avoid any accidents. She has an in-depth understanding of the procedure to follow if she has concerns about the welfare of a child.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review and improve how activities are implemented to help children become engaged in their learning even further
- support children in developing their understanding of hygiene and self-care practices.

Setting details

Unique reference number	155445
Local authority	West Sussex
Inspection number	10363952
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 9
Total number of places	3
Number of children on roll	10
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in Crawley, West Sussex. She provides care for children from Monday to Friday, 7am until 6pm all year round. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level three.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the children during the inspection.
- Parents shared their views with the inspector.

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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