

Childminder report

Inspection date: 16 May 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They confidently ask for what they would like to do next. For instance, children ask to play with bubbles. The childminder listens and responds to their request, which ensures that their voices have been heard and valued. This helps children to build a secure attachment with the childminder. Consequently, children actively engage in their chosen activity. They enjoy observing the changes that happen when they mix different colours into their bubbles. This provides them with opportunities to develop their communication and creative skills.

Children benefit from a curriculum that is carefully planned by the childminder. This enables children to learn the skills they need to move on to the next stage of their learning. The childminder uses favourite stories to help children make good progress. For instance, they read 'The Three Little Pigs', and the childminder supports children to retell the story in their own words. This helps children to learn about how a story is structured and enhances their vocabulary. Children also gain an understanding of different feelings as they talk about the emotions of each character. The childminder builds on children's interests to further extend their learning. She encourages them to investigate the strengths of different materials described in the book, and as a result, children learn about concepts such as weak and strong.

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

- The childminder has made significant improvements since her last inspection and has secured her understanding of the requirements to remain registered. She seeks advice from her local authority for support and undertakes professional development courses. This helps to inform her practice and keep her knowledge relevant and up to date.
- The childminder plans an exciting curriculum which covers all areas of learning. She provides children with activities to extend their language and physical skills. She slowly builds on each activity, which helps children to maintain their focus. For instance, when children 'glue' foam blocks together with shaving foam, the childminder adds different colours and twigs. This enables children to practise their fine motor skills as they attempt to push the twigs into the foam pieces. This also stimulates discussions about how the colours change, which promotes their language skills.
- Children have opportunities to manage their own personal self-care. They enjoy washing their hands at a low-level handwashing station in the garden, and the childminder supports them to take turns with this. However, the childminder does not consistently support children to develop their independence skills. For instance, she wipes their hands and noses for them. Therefore, this does not

fully enable children to develop the skills they need to manage their own self-care.

- When children struggle to share resources, the childminder helps them to regulate their behaviour by getting down to their level and speaking calmly to them. She explains why they need to take turns, and this supports children to learn to wait. However, the childminder does not consistently encourage children to follow simple rules. As a result, children are not always clear about what is expected of them.
- The childminder promotes children's development in communication and language by repeating the pronunciation of words so children can hear them clearly. She also identifies when children have not contributed to discussions, and she speaks to them directly to gently encourage them to participate. Children welcome this focused attention and respond positively. This ensures that each child's voice is valued and included to promote their self-confidence.
- The childminder teaches children about different cultures and events, and she encourages them to recognise similarities and differences between themselves and others. This supports children to respect other cultures and develop an understanding of the world around them.
- Parents speak highly of the childminder and the support that she gives to them. Parents feel reassured about going back to work, knowing that their children are happy and making good progress in their development. The childminder shares relevant information with them and discusses ways in which they can consistently support children in their overall development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of safeguarding issues. She recognises the signs and symptoms of abuse and knows the procedures to follow if she has any concerns. The childminder has assessed her setting to minimise the risks to children. She talks to children about how to keep themselves safe, such as learning about road safety when they go on outings, and this helps them to gain an understanding of how to manage their own risks.

What does the setting need to do to improve?

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

- consider ways to further support children to develop their independence skills
- set consistently high expectations for children's behaviour, so they have a clearer understanding of what is expected of them.

Setting details

Unique reference number	2555275
Local authority	West Sussex
Inspection number	10270510
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	3 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2022

Information about this early years setting

The childminder registered in 2020. She lives in Crawley, West Sussex. She operates Monday to Thursday between 7.30am and 5.30pm all year except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- 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 the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder and the inspector carried out a joint evaluation a group activity.
- Parents shared their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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