

Childminder report

Inspection date: 20 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children positively beam when they arrive at the childminder's home. They are quickly settled into a familiar routine and immediately seek out friends to play with. The childminder creates a stimulating environment in which children have fun as they learn. For example, children use a book to make a ramp for a toy truck and adjust it to make the truck move quickly. Children cheer and clap when they achieve this, showing that they are proud of their accomplishments.

Children respond well to the warm encouragement from the childminder. They develop positive relationships and feel confident in the childminder's home. For example, children reach out and hold the hand of a visitor to the home. This demonstrates that they feel safe and secure, knowing that the childminder is nearby. Children behave very well. They share and happily take turns with resources.

Children concentrate for long periods. They learn to manipulate small tools as they use spoons to pour sand into containers. Children persevere with a tricky puzzle and smile and clap when the childminder praises them for their achievements. They choose activities from the well-organised environment and enjoy the broad range of experiences that the childminder provides for them, such as visiting local woodlands and the library. As a result of these experiences, children have an understanding of the wider community in which they live.

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

- The childminder promotes children's developing language effectively. For example, she models simple sentence construction and uses visual aids to support children's emerging language. Young children begin to repeat new words, such as 'elephant' and 'monkey'. The childminder repeats what children say, which helps to build their confidence in speaking.
- The childminder knows the children well and knows what they need to learn next. She plans precisely for children. She makes communication and emotional well-being a priority for those children who have been affected by the COVID-19 pandemic and those with special educational needs and/or disabilities (SEND). As a result, children make good progress in these areas.
- The childminder has an excellent understanding of where she can obtain support for children with SEND. She regularly liaises with speech and language therapists and health visitors so that children receive the best possible support. Parents mention that their children are making excellent progress in language and physical development.
- Parents are very positive about the care that their children receive. They comment that the childminder has settled their children well and that they look

forward to the daily photos and information that the childminder sends to them. Parents are grateful for the advice that the childminder gives on matters, such as behaviour and separation anxiety.

- The childminder provides healthy snacks, such as bananas, apples and strawberries. She offers children balanced meals, with milk or water to drink. However, at snack time and lunchtime she does not promote healthy choices in conversation. This does not support children's understanding of how to maintain a healthy diet.
- The childminder has high expectations for children's behaviour and encourages children to always use good manners. Children learn to say 'please' and 'thank you' as they interact with each other. They listen well to instructions at mealtimes and when getting ready to go outside.
- The childminder would like to develop children's independence skills. However, she is not fully effective in encouraging children to take responsibility for small tasks during routine times such as tidy-up time and snack time. As a result, children do not fully develop their independence skills.
- The childminder develops positive relationships with other childcare professionals at other settings that the children attend. For example, she talks to nursery staff about children's learning and development, and this helps to promote a consistent approach for children.
- The childminder has a focus on children's enjoyment in the activities that she plans. Children squeal with delight as the childminder tickles them while they are singing. Children know that monkeys go 'uh uh ah ah', and they enthusiastically join in with the actions to 'Twinkle Twinkle Little Star'. Children are engaged and happy when they are learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her child protection responsibilities. She is familiar with the local safeguarding procedures should she have concerns about a child's welfare. The childminder has appropriate suitability checks for those living on the premises and she holds a current paediatric first-aid certificate. She has a sound understanding of the symptoms and signs of abuse, including the dangers of extreme views and behaviours and the existence of county lines. The childminder carries out daily checks to ensure that her premises are safe for children, and she is vigilant when supervising children on outings.

What does the setting need to do to improve?

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

- make the most of everyday routines to teach the importance of healthy eating
- maximise opportunities for children to develop their independence skills.

Setting details

Unique reference number	2593527
Local authority	West Sussex
Inspection number	10251312
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 9
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Crawley, West Sussex. She works Monday to Friday, from 8am to 6pm, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

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 inspector took into account the views of parents.
- The inspector observed children's interactions with the childminder and discussed children's learning and development.
- The inspector viewed a sample of documents, including the evidence of suitability of those living on the premises and paediatric first-aid certificates.
- The childminder showed the inspector the areas of her home where children play, eat and sleep.

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 2022