

Childminder report

Inspection date: 2 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder works in partnership with another childminder and assistant. She provides a welcoming, child-friendly play environment, where children thrive. Children independently choose toys and take ownership of their play. The childminder follows their interests well, playing alongside them to support their learning.

Children are happy and have formed good attachments with the childminder. They benefit from planned settling-in sessions, where they get to know the childminder, her co-childminder and assistant. Children seek out the childminder for comfort and enjoy cuddles while looking at books and listening to stories. The childminder has high expectations for all children. She uses effective strategies to help children who need extra support. For example, the childminder uses sign language to help children communicate.

The childminder encourages good behaviour. She provides a good role model in her interactions with others and acts swiftly to support young children to resolve sharing issues. The childminder enthusiastically praises children when they are kind to their friends. Consequently, children are well behaved and developing friendships. The childminder encourages children to persevere and keep trying to complete tasks. As a result, children develop confidence and make good progress.

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

- The childminder plans a curriculum to help children learn skills and reach their targets. The youngest children move confidently around the setting to develop their physical skills. They are also developing good social skills and interact effectively with their peers. For example, very young children hand toys to each other, give eye contact and say their friend's name.
- The childminder is currently working on developing children's speech and language skills. For example, she speaks clearly and uses key words with objects to support children's understanding. The childminder repeats words children say to model speech. As a result, young children learn to communicate and interact well.
- Children enjoy eating healthy snacks prepared by the childminder. She provides food that is suitable for children's specific dietary requirements. This respects parents' food preferences and protects children who have allergies.
- Children benefit from plenty of opportunities for fresh air and exercise. For example, they develop their large-muscle skills as they learn to climb and push themselves along on equipment such as ride-on toys. This helps to promote children's good health.
- The childminder is attentive to children's needs and effectively engages with

them during care routines. For instance, the childminder sings nursery rhymes to children while changing their nappy to keep them happy and support language development.

- The childminder enhances the curriculum well with varied experiences. For instance, children enjoy trips outside of the setting, such as to local parks and soft-play centres. This helps them to develop their social interactions with other children.
- The childminder builds positive partnerships with parents. For instance, she communicates well with parents and shares information at pickup time. This includes the food children have eaten, nappy changes, sleep times and activities. Parents provide positive comments and are very happy with the service the childminder provides.
- The childminder regularly evaluates her practice and puts plans in place to develop her provision. She keeps her professional knowledge up to date by completing courses to develop her skills, for example on learning how to support children with specific medical needs.
- The childminder engages well with children in the learning opportunities she plans for them. However, at times, such as during group times and creative learning, she is not fully effective at adapting resources to meet younger children's age and stage of development. For example, the childminder does not fully consider the length and suitability of books she reads to match them to children's attention span. This means that younger children become easily distracted and lose concentration.
- The childminder collects children from the local primary school and pre-school. She liaises with these settings well to support children's transitions and provide a continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training and is committed to keeping children safe. She knows how to recognise the signs that a child could be at risk of harm or abuse and how to record and report these concerns. The childminder completes risk assessments of the play environment and trips outside of the setting to ensure children's safety. For example, she checks toys and equipment are safe to use and the venues she visits are suitable for children. The childminder has completed paediatric first-aid training and records accidents appropriately.

What does the setting need to do to improve?

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

- review delivery of the curriculum and ensure that resources and learning opportunities are matched more effectively to the age and stage of development

of the youngest children.

Setting details

Unique reference number	2614133
Local authority	West Sussex
Inspection number	10263919
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	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2020 and is located in Crawley Down, West Sussex. She works with a co-childminder and assistant. The childminder operates Monday to Friday from 7.30am to 5.30pm all year round. The childminder accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Smith

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the organisation of the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to the co-childminder and assistant during the inspection.

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 2023