

Childminder report

Inspection date: 23 February 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

Children develop positive relationships with the childminder. They benefit from her consistent, warm and responsive care which supports their emotional well-being effectively. Children feel safe and secure. As a result, they happily explore their interests and become deeply involved in the range of stimulating activities.

Children regularly hear songs and have stories read to them. They listen attentively to a story about 'Stompysaurus', a dinosaur. Children learn a range of emotions and how they are used in different contexts. For example, they understand 'Stompysaurus' feels 'angry', when he stubs his toe. Children eagerly talk about the dinosaur being 'cross' when he lets out a roar. They confidently finish sentences started by the childminder. Children cleverly pick out the exclamation marks in the book. They have already learned to recognise how the grammatical patterns in a sentence indicate when a character is surprised or shocked. Children develop their early enjoyment and understanding of books ready for school.

The childminder has high expectations for children's behaviour. She acts as a positive role model and responds sensitively to children's needs. Children learn to be kind and respectful towards others. For instance, they use the words and phrases the childminder gives them to negotiate sharing the resources with their friends. Children develop more confidence in social situations.

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

- The childminder works closely with parents right from the start to capture information about children's starting points. This means children settle quickly. Parents receive regular updates about the activities children engage in. They know their child's individual next steps to support learning at home.
- Children benefit from various opportunities to practise their physical skills. For example, they manipulate a range of interesting materials, such as straws, lollipop sticks and pom-poms, and push them into play dough. They eagerly cut the play dough with scissors. Children develop good concentration and hand-to-eye coordination. However, the childminder does not always precisely focus her plans on what she wants children to learn, such as shapes. Children could therefore make even better progress in their learning.
- Children enjoy making different-coloured marks on paper with wax crayons with increasing control. The childminder encourages children to talk about the marks they make and what they represent. However, children have to ask for paper and writing materials. The childminder does not organise her environment to make them freely accessible to children. This limits their creativity and opportunities to enhance their play in other areas of the curriculum.
- The childminder consistently promotes children's mathematical skills through

daily activities. For example, she counts with children how many model and real teeth they have when they play dentists. The childminder promotes mathematical language. For instance, she encourages children to identify the 'big' sized teeth from the 'little' teeth. Children develop storylines in their pretend play. For example, they dress up in a white doctor's coat and use a wide range of props for play. Children act out different roles and develop their imagination.

- Parents comment that the childminder works with them to meet their children's dietary needs. Children receive healthy nutritious meals. The childminder teaches children how to look after their bodies. For example, she discusses with them why it is important to drink lots of water. Children begin to manage their own care needs. For instance, they gleefully hold up their hands to show how clean they are before meals.
- The childminder provides frequent opportunities for outdoor play and exploration. She takes children on outings to visit nearby places of interest, such as the local park and library. Children actively learn about the diverse community in which they live. The childminder helps children begin to understand about the natural environment. For example, children talk about the crocus bulbs they took home to care for.
- The childminder attends training and identifies further courses for her own professional development. For instance, she has learned some basic Makaton signs to help aid all children's learning and understanding. She networks with other childminders in the local area to share good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her responsibilities to protect children's welfare. She knows the reporting procedures for a child potentially at risk of harm and for allegations of child abuse. The childminder is aware of the indicators that a child may be exposed to extreme views. She has an up-to-date safeguarding children policy. The childminder makes good use of risk assessments to ensure she keeps children safe in her home and on outings. She is aware of the recent guidance when chopping children's food to prevent choking. She has a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- focus planned activities more precisely to meet children's learning intentions and progress their learning even further
- review the organisation of resources to strengthen opportunities for children to self-select writing materials and lead their own play.

Setting details

Unique reference number	2618302
Local authority	West Sussex
Inspection number	10276018
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in January 2021. She lives in Crawley, West Sussex. She operates from 8am until 5pm, Monday to Thursday, all year round. The childminder receives the early years funded entitlement for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector, including the safeguarding children policy and complaints policy.
- Parents' views were taken account of by 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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