

Childminder report

Inspection date: 29 June 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 form strong bonds with the childminder and the co-childminder. This has a positive influence on their growing confidence and well-being. Children settle quickly and show they feel safe and secure. They freely choose from a range of activities that relate to a topic about animals. For example, children play imaginatively with farm animals and have sufficient time to create their own play and explore their own ideas. They benefit from the childminder sensitively joining in their play. Children hear a narrative for what they are doing, such as when they manipulate a toy cow to eat the pretend grass. This helps them develop good language skills and builds on their growing vocabulary. The childminder places a strong focus on children's happiness. For instance, she encourages children to actively join in songs and rhymes, such as 'Old MacDonald had a Farm'. Children learn some animal names, such as cow and pig. They are motivated to learn.

The childminder acts as a positive role model. She calmly helps reduce any frustrations when children struggle to manage certain tasks, such as zipping up their jacket. Children finish pulling up the zip when the childminder cleverly pulls it up only part of the way. This helps them develop a sense of achievement. Children's emotional well-being is supported effectively.

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

- The childminder and the co-childminder have good relationships with parents. They collect information about their children's starting points on entry. This helps inform their curriculum right from the start. The childminder engages in an open and two-way conversation with parents to discuss children's interests and individual next steps. This supports children's learning at home.
- The childminder actively encourages younger children to develop their physical skills. For instance, she provides a baby walker to help increase their stability and balance and to develop their confidence to walk. Children take on the role of mechanic and manipulate toy screwdrivers to fix the electronic bus. They press the buttons to learn how things work.
- Children develop their mathematical understanding in everyday contexts. For example, they match their counting words to a toy cow's hoof prints that are made in the paint. Children count reliably to three. Older children begin to choose jigsaw puzzles at different levels of difficulty. The childminder observes what arouses their curiosity and interest, such as The Gruffalo puzzle. She teaches children how to look at the picture on the box and notice patterns, such as joining together the writing that is on some puzzle pieces. Children develop good thinking skills.
- The childminder plans a creative activity to help her meet children's learning intentions. For example, she helps children explore colour mixing to develop

their ideas about how to use different materials and when to use them. Children confidently mix blue and yellow together to create green. However, she does not fully challenge children by extending their learning experiences further.

- The childminder provides healthy and nutritious meals for children, which are prepared on the premises. She encourages children to manage some tasks for themselves. For example, younger children practise using a fork with their spoon. Older children manage their own personal hygiene routines and put on their own shoes. They become increasingly independent and learn skills that help prepare them for their move to school.
- The childminder takes children on outings in the local community. For instance, they visit a nature centre, park and local library, and they learn about the world around them. Children learn about religious festivals such as Diwali. This gives children some awareness of how other people live. However, the childminder provides limited opportunities for children to learn about different cultures and communities from their own. This limits children's understanding about people who are similar or different to them.
- The childminder works effectively with other local early years providers and health professionals. For instance, she introduces a language assessment tool to identify any gaps in children's communication and language development. The childminder attends training, such as a level 2 course about Autism, to keep her knowledge up to date. She learns about sensory processing disorders to support children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder understand their responsibilities for safeguarding children. They know the signs and symptoms that may indicate a child is at risk of harm. The childminder recognises how to identify those children who may develop extreme views and behaviours. She is clear about her reporting procedures and who to contact for advice. This includes allegations against herself or a household member. Risk assessment is effective. The childminder helps children learn how to keep themselves safe. For instance, she teaches them to mop up the water on the floor from the drink dispenser to keep everyone safe.

What does the setting need to do to improve?

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

- make better use of the opportunities to challenge and extend children's learning during planned activities
- enhance opportunities for children to learn about the differences between themselves and others in society to strengthen their awareness of diversity.

Setting details

Unique reference number	2629731
Local authority	West Sussex
Inspection number	10260169
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Crawley, West Sussex. The childminder operates all year round, from 7.30am to 6pm, Tuesday to Thursday. The childminder works with a co-childminder. The childminder holds early years teacher status level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Winnan

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 provider.
- The inspector carried out a learning walk with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read parents' views about the service provided.

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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