

Childminder report

Inspection date: 14 March 2024

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 arrive to a warm welcome from the childminder. They settle quickly and delight in catching up with their friends. Children show confidence as they readily engage with imaginative play opportunities, pretending to make food in their café kitchen. The childminder seeks multiple opportunities to weave in new words linked to children's play ideas and their daily routines. For example, after garden play, the childminder explains to children that they have worked up an 'appetite' for their lunch! She then explains to children what this new word means. This helps children make connections in their learning and builds on their range of vocabulary.

The childminder knows the children very well and fosters positive relationships with them. She models to children how to do things by themselves to support their independence skills. For example, children practise putting on their own coats and washing their hands after using the bathroom. This contributes towards children learning self-care.

The childminder provides learning opportunities to help develop children's fine motor skills. Children demonstrate good levels of concentration as they select and practise using different small tools. They manipulate play dough to make facial features on face templates. This sparks a discussion among children about their own similarities and differences. This helps children recognise what makes them unique.

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

- The childminder takes time to get to know each of her minded children well. This helps her to plan and deliver a curriculum that precisely aligns to what children need in their learning and development. However, there are some occasions when the more confident children can monopolise play experiences. At these times, the quieter children who need some support can get missed. Despite this, children show they are making good progress in their learning.
- On the whole, children behave well. The childminder models to children how to be kind and respectful to one another. Generally, children play well together. However, there are times when they can struggle with minor altercations when sharing toys. Children are not yet able to overcome squabbles independently. This requires intervention by the childminder to help them resolve any upset. Nevertheless, with the sensitive support from the childminder, children recover swiftly so they can return to their play.
- The childminder ensures she provides parents with regular feedback about the progress their children are making. There are some minor inconsistencies in her working partnership arrangements with other providers in sharing information and progress to provide continuity for children who attend dual settings.

However, the childminder recognises the benefits, as she already provides this for other children. Therefore, she intends to make swift arrangements to address any gaps.

- The childminder recognises the importance of exposing children to rich language opportunities. She provides a range of books for children and shares stories at group time. Furthermore, the childminder takes children to attend rhyme-time sessions at the local library. This gives children a range of enriching experiences that promote early literacy skills.
- The childminder provides regular opportunities to help keep children physically active. This includes visits to local parks and gardens. Children enjoy devising games with their friends to keep a balloon up in the air. They giggle and become excited as they negotiate together how to prevent the balloon falling to the ground. They practise moving their bodies in a variety of ways to achieve their own rules for the game.
- The childminder prides herself on making sure all children have valuable learning experiences. For instance, she takes children to explore National Trust gardens to help them learn about the natural world. Additionally, the childminder organises visits to the local care home. This fosters intergenerational relationships to help children learn about people and communities.
- The childminder seeks feedback from parents so she can evaluate the effectiveness of her provision. Parents comment positively about the quality of care she provides for their children. The childminder shares information with parents about their children's day and provides ideas to support learning at home. Parents comment that their children are well supported and they can see that they make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- review and develop working practice to ensure that quieter children receive the support they need and do not get overlooked when more-confident children take the lead during activities
- enhance opportunities to support and equip children with the skills to manage minor altercations independently to help develop resilience and recover swiftly
- strengthen working partnership arrangements with other providers, to share information and progress, to provide continuity for all children who attend dual settings.

Setting details

Unique reference number	2653386
Local authority	West Sussex
Inspection number	10308720
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	2 to 6
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2021 and is based in Crawley, West Sussex. She operates all year round, from 8am till 5.30pm, on Tuesday, Wednesday and Thursday. The childminder holds a home-based childcare qualification and is certified in paediatric first aid.

Information about this inspection

Inspector

Sherrie Nyss

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 conducted a learning walk with the childminder to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with the childminder at suitable times during the inspection.
- A joint observation was completed and discussed with the childminder.
- The inspector tracked children to establish what it is like for a child at the childminder's home.
- The inspector held a discussion with the childminder in relation to the leadership and management of her setting.
- The inspector looked at relevant documents, such as policies, vetting checks, parents' feedback, and a range of certificates, including proof of first-aid and safeguarding training.

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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