

Childminder report

Inspection date: 14 June 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 are relaxed, happy and settled in the childminder's care. The childminder has developed warm, loving relationships with the children. She knows them well and meets their learning and development needs very effectively. Young children reach out to the childminder who readily cuddles and soothes them. This helps support children's emotional health. The childminder's home is welcoming and well organised which allows children to choose from a wide range of easily accessible activities and resources.

The childminder is an excellent role model and sets high expectations for children's behaviour. She offers children warm reassurance and guidance during daily routines. Children beam with pride when they achieve something for the first time, such as posting picture cards through the mouth of 'The Very Hungry Caterpillar'. The childminder praises children for persevering during activities. This helps children to develop their confidence and independence skills. For instance, children are shown how to cut a banana using a knife. The childminder patiently explains how to hold the knife safely. Children show their delight when they successfully cut the fruit under the supervision of the childminder. The childminder provides a narrative as children play and she encourages conversations around children's interests. This helps support their language and communication skills.

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

- The childminder is well organised and thorough in her approach to children's learning. She has a good understanding of welfare requirements and effectively keeps up to date with changes. For example, she has links with other childminders and attends mandatory training. The childminder welcomes the views of parents and children to help her evaluate the provision and improve her already strong practice.
- Children join in activities eagerly and are keen to learn. They make good progress in their development, including those children with special educational needs and/or disabilities. The childminder uses information shared from parents about children's existing knowledge to plan activities to support further learning. The childminder works successfully with other settings children attend, to help ensure a consistent approach. She uses assessment affectively and shares children's progress and next steps with parents.
- Children's understanding of healthy lifestyles is supported effectively. Children choose from a large selection of healthy fruits and snacks, and they have lots of opportunities to run around in the fresh air and play outside. However, on occasion, the childminder does not reinforce consistent messages about good hygiene routines. For example, at times she does not encourage children who are reluctant to wash their hands to do so, or teach them why this is important.

This does not fully support all children to learn about everyday healthy practices.

- The childminder provides a variety of engaging and exciting activities that children delight in. Young children learn the names of fruits and vegetables during an interactive activity during which they repeat the words back to the childminder, such as 'apple' and 'cheese'. Children delight and exclaim, 'Again, again!' as they turn the page of a book to see the caterpillar turn into a butterfly.
- The childminder has designed a well-sequenced and fully embedded curriculum with a strong focus on language and communication. She continually models new language that responds to and questions what children are doing. Young children with emerging language rapidly pick up new words as the childminder holds conversations with them and describes what they are doing. Books with rhymes are part of the everyday routine. This helps prepare children for the next step in their education, such as school, and helps to make them confident communicators.
- Parents comment that the knowledgeable childminder creates a very safe environment for their children. They appreciate the meaningful feedback the childminder provides at the end of each day. The childminder provides an extensive range of information to help parents make healthy lunch choices for their children and recognise potential dangers of the internet.

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:

- offer more consistent support for children to learn about the importance of good hygiene routines, such as hand washing.

Setting details

Unique reference number	2664069
Local authority	West Sussex
Inspection number	10339422
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 10
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Crawley, West Sussex. The childminder provides care term time only, Monday to Friday, from 7.30 am to 5.30pm. She childminder holds a recognised early years 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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and the inspector discussed how the childminder ensures that premises are safe and suitable.
- Parents shared their views of the setting with the inspector.
- The inspector observed children taking part in activities with the childminder and assessed the impact this had on their learning.

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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