

Childminder report

Inspection date: 18 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

The childminder provides a warm and nurturing learning environment for children. This helps children to feel safe and happy attending the childminder's home. The children are confident to ask for help when needed, and they demonstrate strong attachments to the caring childminder. They develop close friendships with their peers, excitedly seeking them out to play. Children love to engage in imaginative play. For example, they pretend to be hairdressers, brushing and drying each other's hair. The childminder supports children to develop their understanding of how to manage their feelings and behaviour. She teaches them the language of emotions and how to express how themselves. This has a positive impact on the children.

The childminder monitors children's progress and understands each child's level of development. She identifies the key skills that she wants children to learn before they leave her for school and provides opportunities for children to practise and develop these skills. The childminder displays pictures of the children's achievements on a 'wow wall'. The children proudly talk about the things they have enjoyed doing as they look at pictures of themselves, such as cooking on a campfire. This helps to build children's confidence and gives them a sense of belonging and pride.

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

- Positive partnerships are established with parents. The childminder regularly shares information with parents. This helps to keep them informed of their children's learning and development. Parents value the childminder and the impact that she has on their child's development. They comment their child is 'happy, confident and thriving' since attending the childminder's setting.
- The childminder provides a broad range of outings to help enrich children's experiences. For example, they visit local garden centres and take part in charity walks within the local community. Children have learned about the life cycle of butterflies, following a recent visit to a butterfly farm. The childminder helps to widen children's social experiences through networking with a local childminder group and visiting care homes for the elderly. This gives children the opportunity to interact with people from all walks of life.
- Children relish opportunities to be independent. They help to tidy the environment and clear the table after mealtimes. The childminder has high expectations for children's behaviour. She encourages positive manners, particularly at mealtimes. For example, children wait for their friends to finish the main before they have their yoghurt. The childminder praises the children and tells them she is proud of them.
- The childminder engages in mandatory training, such as safeguarding. This

helps develop her knowledge of how to keep children safe and what to do if she has a concern about a child. The childminder seeks feedback from parents and carers to help develop her setting. However, the childminder is yet to engage in a range of ongoing professional development opportunities to extend her knowledge of how to plan and implement a broad and ambitious curriculum.

- The childminder plans a range of opportunities that she knows children will enjoy. However, she does not consistently consider how to target activities and use her interactions to support children with what they need to learn next. This means that some activities do not best help children with the next steps in their learning.
- The childminder helps children to learn how to keep themselves healthy. She encourages them to participate in daily exercise sessions, copying stretches and movements from an online video. This helps children to develop their core and physical strength. In addition, the childminder provides nutritious snacks and meals.
- Children make good progress in their communication and language. They are confident to communicate and share their ideas. The childminder ensures that there are plenty of opportunities for songs, rhymes and stories throughout the day as she recognises the impact this has on the children's language skills.

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:

- engage in further professional development opportunities to strengthen knowledge of the areas of learning and how children learn
- strengthen the planning and delivery of the curriculum to provide consistently ambitious learning experiences that focus precisely on what children need to learn next.

Setting details

Unique reference number	2664773
Local authority	West Sussex
Inspection number	10339435
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	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Crawley, West Sussex. She operates all year round, from 7.30am to 6pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Orosz

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 how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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