

Childminder report

Inspection date: 6 February 2025

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 eager to engage in activities as they arrive at the setting. They confidently explore the inviting activities and squeal with delight as they interact with the childminder. For example, they make animal noises and increase their vocabulary as they play games. The childminder skilfully supports children's language, for instance, by repeating new words often and positioning herself so that children can see her face. Children are consistently encouraged to practise their language skills throughout their care routines and play experiences.

As children begin to learn how to toilet train, they are supported to become independent in managing their personal needs. The childminder provides many varied experiences to help children to gain understanding about personal care. For example, they change nappies and clothes on dolls and have a dedicated potty-training area with visual signs to support each step. This has a positive effect on children's personal, social and emotional development.

The childminder has high expectations for children's behaviour and conduct. She supports children to understand their feelings and ensures that they follow the expectations of the setting. The childminder does this in a fun and positive way. For example, at the start of the day, children learn about feelings and are reminded of the five golden rules. This has a beneficial effect on children's confidence and resilience.

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

- The childminder knows the children very well. She observes and assesses the children's learning, identifies their next steps and plans activities and experiences based on their interests. She adapts activities at each child's level of learning and ensures that they can learn the specific skills and knowledge they need. This has a positive effect on the children's confidence and development.
- The childminder provides children with varied opportunities to learn in the local environment. She plans experiences in the local community based on children's next steps. For example, she encourages children to engage in adult-led activities at a local play group to help build their confidence with other adults. This has a positive impact on their personal, social and emotional development and helps them to prepare for school.
- The childminder gets to know the children's cultural backgrounds, and children with English as an additional language are welcomed and supported well. The childminder learns about children's cultures and shares inclusive books and resources. This helps children to learn about differences and understand what makes them unique.
- The childminder is dedicated to improving her knowledge of child development

and early learning. She accesses training courses to improve her practice. For example, she has recently completed training on the early years curriculum. She uses the knowledge gained in courses to improve the experiences she offers in her setting. For example, she reorganised her resources to encourage the children's independence skills.

- The childminder provides good support within the setting to help children close any gaps in their development. She communicates well with parents to ensure that they understand their child's next steps. However, the childminder is not fully confident in her understanding of how to work in partnership with other professionals and agencies to further enhance the support she offers to meet children's individual needs.
- Parents speak very highly of the childminder. They say they feel informed about their child's learning and are communicated with in a variety of different ways. This means that parents feel reassured about their child's care and education and understand what they can do at home to support their child's learning. This has a beneficial effect on their child's development.

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:

- strengthen partnership working with other professionals and agencies to further enhance the support for children's individual needs.

Setting details

Unique reference number	2698833
Local authority	West Sussex
Inspection number	10372408
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Crawley, West Sussex. She provides care for children from Monday to Friday, 7am to 6pm, throughout the year. Funding is accepted for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Astrella Chapman

Inspection activities

- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.
- The inspector spoke to the childminder at suitable times about the leadership and management of the setting.
- The childminder and the inspector discussed how the childminder organises their early year provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the childminder with the children.

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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