

Childminder report

Inspection date: 29 July 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

The childminder is very organised, responsible and has high expectations of the children in her care. Children excitedly enter the setting in the morning and display strong bonds with the childminder. This helps children to feel safe and secure in their learning and develop a sense of belonging as they play.

The childminder plans a curriculum to help children make steady progress based on their interests. She gathers lots of information when children first start to help her plan for the resources and opportunities she provides. Children are encouraged to make independent choices throughout the day. For example, they easily access the toy baskets to assemble the train track together.

Children have impeccable manners, effectively role modelled and encouraged by the childminder. They receive gentle reminders to help them develop the skills they require to support their future learning. Children go on regular outings to learn about their immediate community and the world around them. They behave well and develop an early awareness about managing their own emotions and recognising the needs of others around them. Children are praised for trying to do things for themselves and are quick to praise each other for their efforts.

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

- The childminder takes great pride in helping children to make good progress. She carefully observes their development to precisely plan for the next steps in their learning. She is quick to identify any potential gaps in children's development that may require additional support.
- The childminder recognises the importance of building strong partnerships. She involves parents in all aspects of the progress their children make, including how they can support them at home. The childminder shares information and practice with other childminders to ensure she keeps up to date with any required changes. The childminder plans for her professional development to build on her knowledge and practice. A recent course has supported the childminder to raise her understanding of how she could support children with special educational needs and/or disabilities.
- Overall, the childminder supports children's language and communication skills well. Children relish listening to stories that the childminder reads to them. The childminder introduces new words and sounds that help children build a good range of vocabulary. She asks them lots of questions about characters they see in the books, to help them build important memory and recall skills. However, at times, the childminder does not give children the time they need to respond to her questions and use their own words, to enhance their language development even further.

- Children have many opportunities to be physically active and access the outdoors. They have lots of freedom to move and run in the garden and manage simple challenges as they navigate the steps. Children display increasing balance skills as they push the dolls in the pram. This helps to support their overall well-being and development.
- The childminder effortlessly incorporates early mathematics into her interactions with children as they play and learn. She counts items as she reads stories and uses mathematical language, such as 'underneath' as children problem solve, trying to add items into the train compartments. Children learn about estimation and volume as they pour water into containers of different sizes. This builds further on sensory experiences in their play.
- The childminder helps children to become independent in their own self-care and to build an early awareness of making good choices. Children are self-assured in meeting their own needs and are given time to build skills. For example, they enjoy participating in planned activities around healthy eating. Children discuss food items as they stick them onto paper and express their own likes using their increasing coordination skills. This helps children to build respect and self-esteem in their individuality and characteristics.

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:

- give children the time they need to repeat familiar words and to answer questions, to further encourage their communication and language skills.

Setting details

Unique reference number	2730175
Local authority	West Sussex
Inspection number	10399705
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 5
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 2023 and lives in the village of Copthorne, Crawley in West Sussex. She operates term time only, Monday to Thursday from 7.30am to 6pm.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector has taken the comments of parents into consideration as part of the inspection and spoke directly to a parent.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- A range of documentation was sampled, including suitability checks.

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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