

Childminder report

Inspection date: 14 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive under the nurturing care of the childminder and any assistants she works with. They arrive happily at the setting and are eager to meet up with their friends in the well-equipped playroom. Children are familiar with the daily routine. For example, they confidently self-register, put their shoes in a basket and hang up their coat. Children quickly settle in. They demonstrate they feel safe and secure in the childminder's home.

Children engage in a range of stimulating activities that are planned around a curriculum topic, 'People who can help us'. For instance, they fix together a road floor puzzle to help teach road safety. The childminder engages children in meaningful conversations about people in different occupations, such as the lollipop lady. This helps extend their communication skills. Children learn how to keep themselves safe. They develop key skills to reflect everyday life.

Children are shown warmth and affection by the childminder when they express a range of emotions. This supports their emotional well-being. Older children are positively encouraged to become involved in resolving conflict. They learn to respect the needs of others. Younger children begin to understand the rules and expectations of the setting. For example, they are reminded to use 'kind hands' when sharing the toys and to play cooperatively.

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

- The childminder collects useful information from parents about their children's starting points. This helps inform her curriculum and decide on individual next steps for children's learning. The childminder uses a range of methods to ensure that parents are kept up to date. For instance, she shares information about the daily activities on offer through an online platform. The childminder meets with parents to discuss their ongoing progress. This successfully supports their learning at home.
- The childminder introduces mathematics when children play with a range of interesting objects in a tray to simulate a builders yard play scene. For example, older children count blocks and compare quantities using terms, such as 'more' or 'less'. They recognise numbers when parking toy vehicles in parking bays. The childminder teaches the names of 3D shapes, such as cube and cuboid, to build on what they know about 2D shapes. Younger children build towers and arrange coloured blocks in patterns. They learn to say one number word for each object. Children develop skills they need for the next stage of their learning.
- The childminder creates a separate space where younger children can safely play and explore. She ensures that resources are easily accessible, such as a selection of sensory toys. Younger children can make choices in their play.

However, the childminder does not fully consider the organisation of group activities so that younger children make the best possible progress in their learning. For instance, they lose concentration at story time, and for some activities, they do not have the age-related skills, such as leaf rubbing. Group activities mainly focus on the learning needs of older children.

- Children benefit from regular opportunities to go on outings, such as visiting the library and national heritage sites. They learn about the community in which they live. Older children excitedly play with the autumn leaves in the childminder's garden. The childminder plans a leaf rubbing activity to help children look up close at nature. Children learn new descriptive words, such as 'crunchy', when they talk about the leaves. This successfully builds on their growing vocabulary. They learn about seasons and the natural world.
- The childminder provides opportunities for children to be physically active. She helps younger children practise new skills to develop their large muscles. For instance, children enjoy running toy cars down a piece of guttering outside and practise throwing and catching balls. They develop good hand-eye coordination.
- Children have opportunities through planned activities to practise their emerging writing skills. For example, they colour over the lines of a printed picture of a fire engine and fire-fighters. However, the childminder does not plan precisely enough to meet the learning intent. Older children do not use drawing to represent their own ideas and make meaning to the marks that they make. They have limited access to materials to develop their creativity through the arts.
- Children are very independent. They manage their own personal care routines, such as toileting and handwashing. At snack time, children choose their own plate and use safety knives to cut up their fruit. They successfully manage some tasks for themselves. The childminder involves children in growing fruit and vegetables in her garden. Children enjoy harvest time and eat what they have grown.
- The childminder focuses on her own professional development to enhance her knowledge further. For example, she is confident to teach the life skills that children need for the future. This helps improve practice. The childminder ensures that any assistants she works with attend relevant training to regularly keep their practice up to date.
- The childminder regularly reflects on her practice and uses feedback from parents to evaluate her setting. For example, she plans to increase the number of parent evenings as these are popular with parents. This helps her continue to meet the needs of children. The childminder works closely with other health professionals to support children's communication and language skills. This helps close any gaps in children'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:

- review the organisation of group activities to take sufficient account of the youngest children's interests and abilities to ensure that they are fully engaged
- extend ways for children to represent their own ideas and use creative materials in their chosen way.

Setting details

Unique reference number	EY255358
Local authority	West Sussex
Inspection number	10364196
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 7
Total number of places	12
Number of children on roll	14
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Crawley, West Sussex. She operates throughout the year, from 8am to 6pm, Monday to Friday. The childminder provides funded care and early education for children aged from nine months up to four years. She holds a relevant childcare qualification at level 4. The childminder works with an assistant. She also has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jane Winnan

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder, the assistants and the children.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views about the childminder's service 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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