

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily and confidently access the resources available. They settle quickly and relax into the childminder's home. For example, young children confidently choose to play in the new role-play kitchen area while older children play and build using magnetic shapes. Children have positive attitudes towards the things they are learning. For example, children eagerly tidy up so they can explore new activities. They listen intently to instructions and have a go at building small structures. Children discuss with the childminder whether to use squares or triangles to create their structures.

Children's imaginations are encouraged as they decide what to make with the play dough. Some children make cakes, while others mould the play dough into snakes. Children spend time exploring different emotions and are introduced to new words. For example, they are encouraged to think about whether the snakes look happy or sad. This supports children's emotional development, as well as their communication and language. Young children are supported to join in with older children who welcome them into their play. Children are reminded to share and take turns with each other.

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

- The childminder updates her knowledge and skills regularly. She evaluates her teaching and accesses training that will help her to support the needs of the children. For example, she recently attended a course on supporting children with English as an additional language. The childminder keeps a training log and ensures her practice and knowledge is kept up to date.
- The childminder focuses her curriculum on supporting children's language development. She provides activities for children to help promote their speech and pronunciation. For example, children take part in daily music and movement activities that include singing nursery rhymes. The childminder uses story sacks to help engage children and introduce new words to them.
- The childminder adapts her teaching to support children's different ages and stages of development. For instance, she uses single words, such as, 'wow' and 'push' when commenting on what younger children do. The childminder gives older children instructions as the play with play dough, such as, 'roll it on the table to make it really long'. However, the childminder does not always respond to the attempts younger children make to communicate. At times, the childminder allows older children to dominate the conversation.
- Parents are very happy with the care their children receive. They feel well informed about what their children are learning. Parents receive regular updates on their children's progress and ways they can support their children's learning at home.

- Children are encouraged to wash their hands before and after meals. The childminder supports older children to do this independently. Children bring a packed lunch and sit together at mealtimes. They are encouraged to remember the rules such as eating their sandwiches first. The childminder teaches children about healthy eating. For example, she explains to children why lollipops are not good for our teeth.
- The childminder regularly assesses the progress children make and plans activities to support their development. However, the environment is not well organised. This has an impact on how well children access resources to further develop their skills. For example, younger children access resources that have been set up by the childminder but cannot use all those that may support and extend their learning further.
- Children's physical development is promoted. The childminder ensures the children have daily exercise and fresh air. They visit the local woodland and park areas. Children take magnifying glasses to look for bugs. They collect pine cones and conkers that they later explore and talk about the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedures to follow if she has concerns about a child's welfare. She knows the local safeguarding partner procedures, including what to do if an allegation is made against herself or a household member. The childminder has recently updated her safeguarding training. She understands the 'Prevent' duty and how to recognise if a child is being exposed to extreme views. The childminder has recently updated her risk assessments for the pets in her home and these are being implemented effectively.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- improve how the curriculum is implemented within all parts of the provision, to ensure the youngest children are fully supported in their learning
- strengthen the organisation of the learning environment, to support all children to make their own choices and have space to fully explore in their play.

Setting details

Unique reference number	EY258084
Local authority	West Sussex
Inspection number	10261208
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	5 January 2017

Information about this early years setting

The childminder registered in 2003. She lives in Crawley, West Sussex. The childminder offers care, Monday to Friday, from 6.30am until 6pm, all year round. The childminder is in receipt of early education funding for children aged three and four years. The childminder holds an appropriate childminder qualification.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and 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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