

Childminder report

Inspection date: 2 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children form trusting relationships with the childminder, who is attentive to their needs. They feel safe and secure in her care. The childminder's environment is highly well organised. Children can easily find what they want to play with. They happily choose from the wide range of activities on offer. They show they are settled, and motivated to play and learn.

Children's language skills develop rapidly. They benefit from the childminder's skilful use of a range of objects and pictures to aid their understanding and communication. For example, children enjoy moving different sized ducks on a duck pond playmat when they sing the rhyme, 'Five Little Ducks'. Children are confident in their own abilities. They develop a good understanding of number and mathematical concepts through the activities the childminder plans. Children gain the early skills needed, for the next stage in their learning.

The childminder has high expectations for children's behaviour. For instance, children are reminded to say, 'Please' and 'Thank you' at mealtimes, to develop their social skills. The childminder helps children explore vocabulary related to emotions. For example, children refer to a picture display of diverse emotion faces to help express their feelings. This means they begin to self-regulate their emotions more quickly.

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

- The childminder understands the importance of developing effective relationships with parents and other professionals. This helps to promote consistency of care and education. The childminder collects parents views about her service. She uses this information to help her continue to meet the needs of her families. Parents speak highly of the childminder. They report on the good progress their children make. The childminder meets up with other local childminders to share good practise. She also gathers useful information from parents about children's starting points and their interests at home.
- The childminder makes good use of the information she gathers from parents to plan a curriculum that is based on children's interests and what they are able to do when they first start. Children enjoy the activities on offer and are enthusiastic to take part. For example, they have great fun as they help to prepare food for the ducks. The childminder has learning intentions for each activity but does not consistently monitor children's progress precisely enough to identify when they have achieved learning goals and are ready for more challenge. For instance, there are times when the childminder is focusing on introducing new language that children are already confident in using. However, overall children's language is promoted well. For example, they practise back

and forth conversations with the childminder when they prepare lettuce, sweetcorn and peas for the ducks.

- The childminder supports children's large and small motor skills through physical and sensory activities. She shows children new ways of doing things, such as scooping rice with a cup, as well as using their hands. Children develop good concentration. The childminder gives children time to explore what engages their curiosity. For instance, they use their thumb and forefinger with precision to pick up tiny grains of rice they have dropped on the table. Children develop good hand-to-eye coordination.
- The childminder plans interesting activities to help children make healthy food choices in the future. For example, she asks children to decide if pictures of food are good for their tummy or a treat. Children know how to brush their own teeth. This supports their good oral health. Children learn the importance of how to follow good hygiene routines.
- The childminder plans daily opportunities to visit the local parks and teach children about the world around them. This supports their emotional well-being. She takes children to the library and local groups to help them socialise and meet different people. The childminder understands the importance of having a fire evacuation procedure. She plans to teach children how to keep themselves safe in the event of a possible fire.
- Children choose activities that interest them and support their imagination. For instance, they excitedly put on the cooks apron and use the oven gloves to put pretend sausages in the oven. The childminder sensitively enhances children's play. For example, she places a cloth on the floor for a picnic rug and introduces a toy cake. Children increase their independence and develop their own ideas and ways of doing things.

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:

- focus planning more sharply in accordance with what each child already knows and can do.

Setting details

Unique reference number	EY342196
Local authority	West Sussex
Inspection number	10335834
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2006. She lives in Crawley, West Sussex. She operates from 8am to 6pm, for most of the year.

Information about this inspection

Inspector

Jane Winnan

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector looked at relevant documentation, such as the safeguarding and complaints policies.
- Parents shared their views about the childminder's service with the inspector.

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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