

Childminder report

Inspection date: 25 July 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 are happy and enthusiastic learners, who enjoy exploring the exciting learning environment the childminder provides. Young children independently move around the setting to help develop their fundamental physical skills. They self-select toys, such as cars and trucks, and focus on pushing them along the floor. Older children play a memory game with the childminder. She supports children to take turns and praises them for successfully finding their puzzle pieces. As a result, children join in and learn to follow the rules of the game.

Children benefit from spending time outdoors to develop their physical skills and well-being. For example, children love jumping on the ground level trampoline that even the youngest children can access safely and independently. This encourages children to be active and helps to develop their gross motor skills and balance. Children enjoy exploring natural resources in the mud kitchen. For example, they relish mixing sand with water and use a range of utensils to encourage imaginative play and creativity.

The childminder promotes positive behaviour. She praises children for saying please and thank you and encourages them to share. Children are kind to each other and play cooperatively. For example, older children wait patiently for younger children to take their turn. As a result, children are thoughtful and considerate of their peers.

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

- The childminder knows the children well and plans for learning based on their likes and preferences. She identifies what children can do and introduces new skills to develop their understanding. For example, the childminder provides colour themed baskets to help children learn new colours and expand their knowledge further.
- Parents provide positive feedback and are happy with the care the childminder provides. They like the range of exciting activities their children participate in, such as visits to the allotment and cooking activities. Parents are kept informed of events through an app and daily feedback. Next steps and assessments are shared with parents, which helps to support home learning.
- Speech and language skills are supported well. The childminder provides a language-rich environment, where she takes every opportunity to talk with children and have meaningful conversations. For example, the childminder repeats key words young children say and recalls experiences with older children to reinforce their learning. As a result, children communicate well and have a good range of vocabulary.
- Healthy eating is supported well. The childminder bakes with the children and

introduces healthy food at mealtimes for children to try. In the garden, children enjoy growing a range of fruit and vegetables. They plant the seeds, water, and watch them grow to understand where food comes from. This helps children learn about making healthy choices.

- The childminder helps children prepare for school and encourages them to be independent. For example, children learn to take care of their personal needs. However, she has not established effective partnerships with other early years settings that the children attend, to further support continuity in their care and learning.
- During activities, the childminder takes the opportunity to count with children and introduce numbers and values. For example, children play a small-group game, they count and add the correct number of monkeys to a tree. This helps to develop children's early mathematics skills.
- There are good procedures in place for children to learn about oral health. For example, the childminder teaches children how to look after their teeth. She reads a story using props, such as a giant toothbrush and crocodile, to engage children in the learning experience. This helps children learn to follow good hygiene routines.
- The childminder completes mandatory training to keep her knowledge and skills up to date. However, she does not effectively evaluate her practice and identify areas for professional development opportunities, to develop and refine her curriculum and teaching skills to more precisely target the needs of the children.
- The childminder takes children on trips outside of the setting to help them learn about the world around them. This includes visits to parks and gardens. The childminder uses these opportunities to help children learn about nature and living things, such as insects and birds.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and honest 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:

- target professional development more precisely to support and extend individual children's learning
- strengthen partnerships with other settings that the children attend, or will be attending, to share information and promote consistency in their learning and development.

Setting details

Unique reference number	EY343715
Local authority	West Sussex
Inspection number	10350909
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	12 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Copthorne, West Sussex. She is open Monday to Friday, 7.15am to 6pm, all year round. The childminder accepts early education funding for children aged two, three and four years and provides before- and after-school care. The childminder has a recognised childcare qualification.

Information about this inspection

Inspector
Lisa Smith

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.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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