

Childminder report

Inspection date:

22 September 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 build strong bonds with the childminder. They feel happy and secure in her care. The childminder creates well-designed play spaces that help to keep children safe. Children learn to be kind and respectful to one another. They benefit from the childminder sensitively supporting them in managing their feelings, when they wait to use popular equipment.

The childminder has high expectations for children's literacy. Children develop a love of books and practise their emerging writing skills. They actively listen to stories and rhymes and gain an awareness of good sentence structure. Children look at a familiar book called 'Dear Zoo'. They enthusiastically make the sounds of the animals and act out a range of movements. For instance, children 'slither' like a snake on the floor and 'jump' like a frog. They learn about emotional literacy when the childminder tells them the camel looks 'grumpy'. Children develop good physical skills and develop their hand-to-eye coordination. For example, they turn the pages and lift the flaps. They learn the skills needed for school.

Children participate in various topics. This helps them make connections across their learning. For example, they take flowers to the school gate in remembrance of the Queen. Children develop a sense of community and become thoughtful citizens.

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

- Parents share information with the childminder about their children's starting points. This helps inform the childminder's curriculum right from the start. Parents know their children's next steps which effectively supports their continued learning at home. They speak highly of the childminder and are very happy with the service provided.
- The childminder plans a range of interesting and stimulating open-ended activities to help children meet the learning intentions. Children develop their physical and sensory skills when they actively explore and investigate. For example, they repeatedly fill and empty metal teapots with red water in a tray. Children show high levels of concentration and are eager to play and learn.
- Children build on their growing vocabulary. They learn new words, such as 'sticky' and 'harder', when they eagerly mix ingredients together to make play dough. The childminder reinforces names of colours to younger children. She skillfully extends the activity to maintain their interest, such as making cupcakes. However, when children suggest making 'pizzas', she does not seek their ideas about toppings to help them develop their expressive language.
- The childminder teaches children some mathematical concepts. For example, she reinforces the 'circle' and 'triangle' shapes when moulding and cutting out

play dough. The childminder plans varied opportunities to build and apply mathematical understanding. For instance, she provides measuring tubes in the water tray and draws houses with windows in the tray of construction bricks. However, the childminder does not make the most of opportunities as they arise, particularly during planned activities, to encourage children to count and use numbers to support their mathematical development.

- The childminder takes children out into the local community every day for exercise and to meet other people. For example, they go to the local toddler groups, lake, parks and woods to experience the wider world around them. This supports their emotional well-being. Children make use of the childminder's garden to develop their gross motor skills. For example, they are proficient at using the climbing ramp and arches showing good agility and control.
- The childminder discusses with parents the importance of their children eating healthily. For example, she shares ideas about healthy packed lunches. The childminder talks to children about food and drinks that are nutritious. This helps them make their own informed choices. Children are very independent. For example, they begin to use cutlery, manage their own personal hygiene routines and put on their own shoes.
- The childminder is aware of her responsibilities in working with her husband, who is her registered assistant. She states that her husband only helps out if an emergency situation arises. The childminder regularly attends training for her own professional development. She meets with other local childminders to share ideas for good practice. Parents comment that the childminder liaises well with the class teachers at the local school to provide consistency of care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of the signs and symptoms that may indicate a child may be at risk of harm. She keeps her assistant up to date about any changes to the safeguarding guidance. The childminder and assistant have a current paediatric first-aid certificate. She knows who to contact should she have any concerns about a child's welfare. The childminder has good understanding of the 'Prevent duty' guidance. Risk assessments are effective. Children learn how to keep themselves safe; for example, when the childminder asks them to put down the toys they are holding, when climbing on equipment.

What does the setting need to do to improve?

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

- give more opportunities for children to use spoken language and participate in talk to express their ideas and creativity further
- strengthen teaching strategies to consistently promote children's early number

and mathematical skills even more effectively.

Setting details

Unique reference number	EY361587
Local authority	West Sussex
Inspection number	10228442
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2009. She lives in Crawley, West Sussex. The childminder provides care for children between 7.30am to 5.30pm, Monday to Friday, all year round. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four- year-old children.

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 provider and has taken that into account in their evaluation of the setting.
- The inspector walked around the childminder's home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- A sample of documents was reviewed by the inspector including the safeguarding children policy and complaints policy.
- The inspector spoke to several parents and read some written comments.

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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