

# Childminder report

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Inspection date: 19 March 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are greeted warmly by the childminder, when they arrive at her home. They are excited to play with their friends and to see what the childminder has planned for them. The childminder role models warm and positive behaviour to children. She gives cuddles and reassurance when needed and offers plenty of praise and encouragement, which supports children's self-esteem.

The childminder supports children's emotional well-being effectively and children demonstrate that they feel safe and secure. For example, children confidently greet a visitor to the home, sharing their names and eager to find out more about them. They are extremely kind and nurture each other. Children are eager to share toys and resources with their friends and older children include younger children in their play. They behave extremely well and are well mannered and polite.

The childminder plans a broad and balanced curriculum, which meets the needs of all children. She gathers important details from parents about children's routines, existing knowledge and interests. The childminder uses this information effectively to plan stimulating activities, which motivate children to learn. She prepares children well for the future. For example, children are actively and regularly involved in a community project that supports those less fortunate than themselves. As a result, children are beginning to foster important life skills, such as compassion and a desire to help others.

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

- The skilled childminder understands how children learn through play. She plays alongside children and knows when to extend children's thinking and when to step back. The childminder shares her time and attention equally with children of different ages and stages of development. This helps children to feel valued and listened to. They are beginning to develop patience and have an awareness of fairness.
- The childminder supports children's independence skills well. They are encouraged to try to do tasks for themselves and are praised for not giving up. Children help with daily tasks, such as tidying up. The childminder has routines in place which support children's understanding of what is happening next. For example, children willingly put away resources. They race around sorting toys into boxes, aware that another exciting activity will follow.
- Overall, the childminder effectively promotes children's language skills well. She does not interfere when children are talking and provides an appropriate gap for children to respond to questions. This allows children time to offer their thoughts and opinions. However, there are times when the childminder does not extend children's vocabulary by introducing more words when taking part in discussions

or activities. This does not consistently support children's speaking skills.

- The childminder is committed to her professional development. She regularly takes part in training to enhance her already strong provision. However, she does not use this knowledge effectively when planning activities that are age- and stage-appropriate. For instance, during some planned adult-led activities, the childminder does not fully consider how she can adjust her teaching to precisely match the individual learning needs of every child. Despite this, children make good progress and show good levels of engagement in their learning.
- The childminder promotes healthy lifestyles effectively. She teaches children about the foods that are good for them and the importance of looking after their bodies through exercise. Children are given plenty of outside play and a chance to run around in the fresh air. The childminder organises visits from an oral health agency. Children enjoy activities that promote teeth brushing and care for teeth. Self-care routines are embedded throughout the day and even very young children are aware of why and how they must wash their hands.
- The childminder supports children's personal development very effectively. For instance, she recognises the importance of providing experiences that teach children about other beliefs and cultures. For example, the childminder organises visits to places of worship, such as Hindu temples. She uses these experiences to further plan for activities in the home. This consolidates children's learning and helps them to begin to understand the similarities and differences in the people around them.

## 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:**

- develop the teaching of communication and language to extend and increase children's vocabulary
- strengthen the implementation of the curriculum to meet the individual learning needs of younger children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY364583                                                                          |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10380826                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 25 June 2019                                                                      |

## Information about this early years setting

The childminder registered in 2007 and lives in Crawley, West Sussex. She operates all year round on Monday and Tuesday, from 8am until 4pm, and Wednesday and Friday, from 7.30am to 4.30pm. The childminder provides government funded early education places for children aged from nine months to four years. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Tina Lambert

### Inspection activities

- The childminder and the inspector completed a learning walk, where they discussed the early years provision and the aims of the curriculum.
- The inspector and the childminder carried out a joint observation together.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views with the inspector.
- The inspector looked at relevant documentation, that the childminder provided 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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