

Childminder report

Inspection date: 27 February 2025

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 settle quickly in the childminder's home. The childminder forms very strong bonds with them, radiating warmth and kindness. This helps children to feel safe and secure. Children are confident around new visitors to the home, knowing that the childminder offers security and reassurance. Children flourish in the care of the childminder. They demonstrate strong attitudes to their learning and are eager to try new things. For example, during a colour sorting activity, children place tiny painted animals in corresponding coloured bowls. The childminder uses this opportunity to encourage children to count and identify simple colours.

The childminder is a strong positive role model. She demonstrates a high level of respect for children's feelings, thoughts and opinions. This approach has a positive impact on the way that children behave and treat each other. Children are beginning to share resources and build friendships with other children. Any minor disagreements are dealt with promptly and sensitively by the childminder. The childminder has an in-depth knowledge of children's development. She uses observation and assessment to carefully plan a stimulating learning environment for children. Consequently, children make very good progress and are well prepared for the next stage in their education.

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

- The childminder has a strong understanding of what she wants children to learn and sequences her curriculum to support this. For example, the childminder is teaching the children about spring and recently took them on a trip to the garden centre, where they explored the flowers and picked seeds to sow. Children confidently recall their recent experience at the garden centre. The childminder provides compost, pots and the seeds which children recognise from their shopping trip. She has a clear intent about how, over the coming weeks, the children will revisit the activity and extend their learning further. For example, she plans to support children to measure the flowers as they grow.
- The childminder is committed to her role and strives to improve her skills and knowledge. She identifies her training needs and engages in ongoing specialist training. For example, the childminder has attended various training course to support and enhance her understanding of the early years foundation stage. As a result, her new skills and knowledge have had a positive impact on all children and has enabled her to meet children's individual needs, including children with special educational needs and/or disabilities, very well.
- Healthy lifestyles are promoted very well. The childminder embeds healthy eating habits by offering nutritious snacks. For example, the childminder provides home-cooked meals, which children help her to prepare. Children are taught self-care skills, such as washing hands before eating and after sitting on

the potty. The childminder provides plenty of outside experiences for children to develop their physical skills. They visit gardens and parks, where they get to run around in the fresh air with their friends.

- Overall, the childminder supports children's communication and language development well. She does this through stories, rhymes and songs. The childminder provides a narrative about what children are doing and asks appropriate questions, giving children time to respond. However, the childminder does not successfully ensure that children can make themselves understood, particularly when they mispronounce words. This means children do not always hear the correct pronunciation of words to support their growing vocabulary skills effectively.
- The childminder gives good support to children's growing independence skills. She offers gentle encouragement to children to do as much as they can for themselves. Children use knives to spread a topping onto bread and to cut up fruit. She knows when to let children lead their own play and when to step in to support and extend their learning. The childminder is patient and does not interfere when children are taking their time to complete a task, such as rolling out a malleable dough. She suggests alternative ways of doing things so that children can achieve and be proud of their accomplishments.

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:

- enhance practice further so that language is modelled consistently and children's developing vocabulary is fully supported.

Setting details

Unique reference number	EY367066
Local authority	West Sussex
Inspection number	10380519
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 10
Total number of places	4
Number of children on roll	4
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2008 and lives in Crawley, West Sussex. She operates all year round from 7.30am until 5pm on Monday to Friday, except for family holidays. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder and the inspector completed a joint observation of an activity. Afterwards, they discussed the quality of teaching and learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector viewed parents' written feedback and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to children, to find out about their time at the setting.

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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