

Childminder report

Inspection date:

8 December 2022

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 look forward to meeting their friends when they arrive at the childminder's setting. They know the daily routine, such as going on regular morning outings in the local community. This helps children feel emotionally secure. Children have a positive relationship with the childminder. They feel happy and safe in her care.

Children develop good language skills. They confidently express their thoughts and ideas during activities. For example, they think that some fluted baubles look like a 'pumpkin' when decorating a Christmas tree. Children are encouraged by the childminder to expand on the comments they make. They explain that the bauble has 'stripes around it'. Children make connections to a range of different concepts based on their own experiences. They know some descriptive words already, such as 'squishy'. Children develop good literacy skills for future success.

The childminder has high expectations for children's behaviour. She acts as a good role model and speaks kindly and respectfully to children. Children are considerate of others. For example, they willingly share the star on the top of their Christmas tree. Children are encouraged by the childminder to think of those less fortunate than themselves. For example, they enjoy participating in a fundraising walk for a charity with other local childminders.

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

- Parents comment that they are very happy with the service provided. They share their children's individual starting points with the childminder to help them settle. Parents know their children's next steps, which supports their learning at home.
- The childminder uses children's interests and seasonal topics to help children learn. She consistently checks their progress. However, the childminder does not always match resources closely to children's particular learning needs, right from the start. Children could make even better progress in their learning.
- Children develop good physical skills. They mould white play dough into a snowman and add facial features from a selection of interesting materials. For instance, they carefully position a small toy carrot for its nose and buttons for its eyes. Children develop good hand-to-eye coordination and control.
- Children demonstrate they have already learned some mathematical concepts appropriate for their age. For instance, they know the names of some flat shapes and can count accurately to six. However, the childminder does not make the most of opportunities during activities to use a range of approaches and extend children's mathematical knowledge and skills even further.
- Children show their creativity. For instance, they test out their ideas draping beads around a Christmas tree and lay baubles on its branches. Children realise

that the decorations may fall off when they move the tree. The childminder encourages children to reflect and identify solutions to problems. She skilfully maintains children's confidence and self-esteem. Children are resilient to setbacks.

- The childminder helps children learn about the community in which they live. For example, they visit local parks, the farm and the library. The childminder gives children exciting experiences to learn about the world around them, such as a bus ride and trips to the beach. Children get plenty of fresh air and exercise to support their health and emotional well-being.
- Children widen their social and cultural awareness when they meet different people in the local community. For instance, they visit the weekly toddler group, which has a positive impact on children's social development.
- The childminder works effectively with parents to ensure children's meals are healthy and nutritious. She teaches children about good oral health. Children know which foods are healthy for them. They use examples from the book 'The Very Hungry Caterpillar', which they know well. Children manage routine tasks for themselves. For example, they independently use a knife to cut up their snack. Children feel trusted and valued.
- The childminder attends training for her own professional development. For example, she has recently attended Makaton training to support all groups of children to develop their language skills. She networks with other local childminders to share good practice, to help her continually improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She recognises how to identify children who may develop extreme views and behaviours. Risk assessment is effective. The childminder teaches children how to keep themselves safe. For example, she checks children's understanding about the dangers of walking on ice and refers them to a story they have read about 'Jack Frost'. The childminder teaches children about road safety to keep them safe.

What does the setting need to do to improve?

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

- strengthen plans to create a more purposeful environment which supports children's individual needs more precisely from their starting points
- extend children's mathematical development further to deepen their understanding of numbers and the patterns within those numbers.

Setting details

Unique reference number	EY379982
Local authority	West Sussex
Inspection number	10263730
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Pound Hill, Crawley, West Sussex. She operates her service from 7.30am until 5.30pm, Tuesday to Friday. The childminder provides funded early years education for two-, three- and four-year-old children. She has a recognised level 4 qualification in childcare.

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 setting.
- The childminder showed the inspector around her 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.
- The inspector reviewed a sample of documents, including the safeguarding children policy and the complaints policy.
- Parents' views were taken account of by 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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