

Childminder report

Inspection date: 23 September 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 show they feel safe and secure in the childminder's care. They readily ask her for help, to join in their play and to seek comfort when needed. Children are confident and independent. They know where to find their favourite toys, and make decisions about where to play. Children benefit from a childminder who knows them well. She supports their emotional well-being effectively.

The childminder plans a curriculum for children that supports them to learn skills for the future. For instance, she helps them to develop play skills and learn how to make friends. Children play cooperatively, such as when they explore the dolls. Children are kind and caring towards each other. The childminder helps them to learn to take turns, such as when they read favourite stories together. Children learn many skills that will help them to move on to the next stage in their education.

The childminder provides children with a stimulating learning environment. They have many opportunities to develop across all areas of learning. Children are curious. They eagerly explore what the childminder has to offer them. Children are self-motivated to play and learn. They show obvious pride in their achievements.

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

- The childminder understands how children learn. She uses this knowledge to assess the progress children make. The childminder readily identifies if children have any gaps in their learning. She communicates effectively with parents to make plans to close gaps. The childminder is proactive in seeking out any additional advice she may need. This helps her to support the children she cares for effectively.
- Children enjoy tickles and cuddles from the warm childminder. They laugh as they play with her, and demonstrate they enjoy her company. The childminder is a positive role model for children. For example, she helps them to learn when to use good manners and follow boundaries. Children know what is expected of them, and they behave well.
- Children benefit from many opportunities to learn outside the setting, such as in the local woods. The childminder helps children learn about the wider world as they play and learn in different environments. They see different people and take part in activities, such as forest school sessions. The childminder supports children effectively to learn about the diversity of the world they are growing up in.
- The childminder generally supports children's learning well as as they play. For instance, as children make food for their dolls, she teaches children to count and identify numbers. This helps to support their understanding of simple

mathematical concepts.

- Children benefit from a childminder who regularly shares songs and stories with them. They listen attentively and join in with familiar songs enthusiastically. The childminder generally promotes children's speech well. For example, she introduces them to new words as they play. At times, though, the childminder does not give children enough time to think things through and respond to questions and to grasp new concepts, to build on their learning further.
- The childminder offers children a broad range of experiences. For instance, she helps children to develop an understanding of making healthy choices. They share stories and have lively discussions about nutritious foods. However, at times, the childminder does not finely tune her teaching to meet children's individual learning needs. For example, occasionally, older children do not benefit from enough challenge to extend their learning. Sometimes, younger children are not engaged and do not benefit from the childminder's planned teaching.
- The childminder provides children with a range of healthy meals and snacks. They have many opportunities to be physically active, such as by walking to school every day and playing outdoors. The childminder knows how to help children develop their fine motor skills. For instance, she encourages younger children to pick raisins from small boxes, and older children to thread objects. The childminder supports children's physical development well.
- The childminder seeks out training to increase her skills and knowledge. For example, she identifies what will help her most to support the children she cares for. This helps her to provide good-quality education for children.

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:

- build on support for children to think through and respond to questions and consider new ideas, to further extend their thinking skills
- adapt teaching to more precisely meet children's specific learning needs and promote their attention and engagement.

Setting details

Unique reference number	EY392014
Local authority	West Sussex
Inspection number	10350849
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Copthorne, in Crawley. She provides care Monday to Thursday, from 7am to 5.30pm, during school term times only. The childminder holds a relevant early years qualification at level 3. She accepts funding for early years education.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector completed a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with 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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