Childminder report

Inspection date:	11 February 2020

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is highly engaging, enthusiastic and caring and creates an exciting atmosphere for children. She builds excellent bonds with children, who delight in spending time with her in her fun, home-from-home setting. The childminder is a strong role model and consistently supports children to share, take turns and consider the needs of others. For example, children very patiently wait their turn during board games, and older children make sure younger children are involved in their play. Children behave extremely well, are very sociable and form trusting early friendships.

The childminder knows the children very well and has high expectations for what they can achieve. She plans an ambitious curriculum with a broad range of experiences in the local community, as well as time playing and learning at home. Children benefit from exciting experiences, such as exploring National Trust venues, museums and local woodlands. They are particularly fond of weekly 'rhyme time' sessions at the local library and enjoy choosing from the wide range of books to read.

Children feel very safe, confident and secure in the childminder's care, and older children, in particular, are highly engaged and motivated learners. All children have positive attitudes towards learning and quickly gain the skills needed to succeed in their future education.

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

- The childminder assesses children's development closely and plans precisely for what they need to learn next. She talks with great confidence about each child's individual interests, abilities and the progress they are making. Children enjoy a wide range of adult-led activities. For example, during the inspection, they excitedly caught toy butterflies with nets as they flew out of an electric toy. Children then very confidently counted how many they had caught and, with the childminder's support, worked out who had the most. Children very much enjoy playing a wide selection of board games and show strong motivation, concentration and understanding of the rules. For instance, children listened very carefully to different sounds as they worked out who had the matching picture on their boards.
- Overall, younger children very much enjoy playing with the older children and joining in with group activities, such as singing sessions and the morning group time. However, during the inspection, the childminder focused too heavily on adult-led activities throughout the morning. As a result, two-year-old children did not get enough time to explore their own ideas, interests and lead their play. The childminder sometimes interrupts children when they are highly engaged in

their play to take part in group games, which limits their independent play.

- The childminder supports, guides and extends children's learning very well. For example, when children had watermelon for snack, she asked what would happen if she cut it into pieces. Children confidently discussed how she could cut it in 'half' and then worked out that there would be 'two' bits instead of one. The childminder also taught children that they were sitting 'opposite' each other during snack time, introducing new vocabulary and positional language.
- The childminder gives children varied experiences to explore outdoors and develop their strong physical skills. For example, children have recently enjoyed building dens out of natural resources. Children are very aware of good hygiene practices and confidently know to use their own coloured towel throughout the day to avoid spreading germs. The childminder supports children's understanding of healthy food using fun games. For example, children enjoy collecting models of food from different food groups, such as fruit, vegetables and bread.
- The childminder is very proactive in continuing her professional development and gaining new skills. She completes a wide variety of training, shares expertise with other local childminders and researches online. After recent training, she has strengthened her support for children's speech development and mathematics. These are particular areas of excellence in the childminder's practice and children show strong skills. For example, they confidently complete challenging number problems and speak very eloquently for their ages.
- The childminder works very well with parents to keep them updated with their children's learning. She regularly shares children's next steps and gives valuable advice on how to support home learning, behaviour and toilet training. The childminder also gives parents guidance on internet safety. However, she has not yet focused on giving children the knowledge they need to fully understand the risks involved with being online and how to get help if needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently knows the signs and symptoms that can indicate a child may be at risk of harm. She is very aware of her roles and responsibilities to safeguard children. The childminder places great importance on keeping her knowledge up to date and completes regular safeguarding training. She is fully aware of wider safeguarding issues, such as the risk of children being exposed to extreme views and behaviours. She has thorough policies and procedures in place and knows who to contact if she has concerns about a child's safety and welfare.

What does the setting need to do to improve?

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

- ensure children, in particular those who are younger, are consistently given enough time to explore their own ideas in play and follow their interests
- focus more on how to teach children to identify and manage the potential risks involved when using the internet.

Setting details

Unique reference number	114795
Local authority	West Sussex
Inspection number	10136199
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	3 December 2015

Information about this early years setting

The childminder registered in 2000 and lives in the Ifield area of Crawley, West Sussex. The childminder receives funding for children aged two, three and four years. She has a recognised childcare qualification at level 3.

Information about this inspection

Inspector
Ben Parsons

Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- The childminder and the inspector discussed the play activities and children's learning during the inspection and jointly observed children's play.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.

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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