Childminder report

Inspection date:	18 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	Met

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and secure environment. Children are motivated and eager to engage in their chosen activities. For example, they enjoy exploring play dough. The childminder names colours, such as purple, and demonstrates how to use the rolling pins. Children persevere, rolling out the dough and making zigzag patterns with the rollers. They strengthen their fine motor skills well in preparation for their future learning.

Children play with a range of musical instruments. They learn traditional songs and dances from their own cultures and delight in moving their bodies to the music. The childminder has high expectations for children in her care. They have lots of opportunities to express themselves and be creative. For instance, they paint, dress up and use craft resources.

The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, she knows when children need to eat, sleep and relax. The childminder is a good role model and the children behave well. Children demonstrate positive behaviour and show they feel happy and safe in her home. Children have good attachments to the childminder and each other. This is evident when children hold each other's hands and play well together.

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

- Children make good progress in their communication and language skills. The childminder talks to them, describes what they are doing and introduces new words. She explains that a baby whale is called a calf and a group of lions is called a pride. Children learn new vocabulary well.
- Parents are complimentary about the childminder and her service. They comment that they are happy with the communication. They say that their children are progressing well and are learning good independence skills, such as putting their own shoes on. Parents appreciate the healthy home-cooked food offered and support the childminder's approach to health and well-being.
- The childminder teaches children about different cultures and their beliefs effectively. She reads stories and uses flash cards to engage children and uses props, such as chopsticks when learning about Chinese New Year.
- Children treat each other with respect and kindness as they learn to share toys and take turns. Children respond positively to the childminder, who uses praise and encouragement to acknowledge children's achievements. For example, she praised children who helped to tidy away the toys when they finished playing.
- The childminder provides a range of toys and equipment for children and makes good use of accessible storage. Children explore their interests with confidence

and independence as they self-select their favourite toys. However, resources to support those children who learn best outdoors are less evident.

- The childminder reflects on her practice. She seeks the views of parents to help her identify further opportunities to improve her setting. However, she has not built a relationship with other settings children attend, or developed a shared approach to children's care and learning.
- The childminder regularly observes children and assesses their learning accurately. She knows children well and plans activities based on what they know, understand and can do. Children learn and practise new skills and concepts in a variety of ways. For example, they have great fun as they manipulate and create shapes with modelling dough. They learn to identify a star, square and triangle. Children learn early mathematics well.
- The childminder provides children with a wide range of experiences and opportunities. For example, she takes them on outings to local parks, family centres, the shops and the beach and visits the elderly. The childminder also organises trips to local playgroups with other childminders. Children learn to socialise with new people and develop their speech and language skills.
- Children begin to follow instructions and are learning about routines. This is evident when they go to the table at lunchtime. Children learn about safety and risk well. For instance, they know toys left on the floor may be painful if trodden on and learn to minimise trip hazards and tidy away toys.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. For example, she completes online training regarding safeguarding and wider child protection issues. The childminder is clear of her responsibility to keep children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows what to do if she has any concerns. The childminder makes good use of risk assessments to help keep children safe. For example, she practises emergency procedures and uses stairgates to help minimise risks.

What does the setting need to do to improve?

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

- extend the range of opportunities and experiences available to challenge and support those children who enjoy learning outside
- strengthen the relationships with other settings that children attend to develop a shared approach to their care and learning.

Setting details

Unique reference number	EY450157
Local authority	West Sussex
Inspection number	10132626
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	5
Number of children on roll	6
Date of previous inspection	27 April 2015

Information about this early years setting

The childminder registered in 2012. She lives in Crawley, West Sussex. The childminder operates all week, Monday to Sunday, from 8am to 6pm, for most of the year. She is also registered for overnight care.

Information about this inspection

Inspector
Susan Allen

Inspection activities

- Discussions were held with the childminder at appropriate times throughout the inspection.
- The inspector viewed the play spaces and observed interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation together.
- The inspector discussed how the childminder reviews and improves her practice.
- The childminder explained how the early years provision and curriculum are organised.
- The inspector sampled some of the childminder's policies and procedures.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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