

Childminder report

Inspection date: 9 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe in this welcoming setting. They have fun as they confidently explore the inviting activities provided. For example, babies laugh with delight as they jump around in the ball pit. Children enjoy a wide range of activities that support good physical development. For example, in the garden they run around, crawl through a tunnel and confidently throw balls. They learn about healthy food as they try raspberries and grapes at lunchtime. The childminder supports parents to encourage children to try new foods at home.

The childminder encourages children to link learning and build on previous experiences. Children remember the muddy animals they saw on a trip to the farm. They develop hand control as they mix and stir the pretend mud and find toy animals to put in it. The childminder extends their learning by talking about the noises the animals make. She teaches children about good hygiene as they wash the mud off again and dry the toy animals.

Children behave well. They listen carefully and do as the childminder asks. The childminder role models good manners and kindness. Even the youngest children are learning to share and take turns. The childminder consistently praises and encourages children, which helps to build their self-esteem.

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

- The childminder forms trusting relationships with children and parents. She finds out what children can do and their interests, before they start at the setting. This helps her to plan activities that ensure the children settle quickly. She regularly seeks the views of children, through simple questionnaires for example, so she can take their likes and dislikes into account.
- Children make good progress. The childminder monitors their progress and plans the next steps in their learning. She helps them to learn the social skills and knowledge they will need for nursery or school. She provides parents with regular information about their children's development, including a detailed report when they are two years old.
- The childminder has strong contacts with other local professionals. For example, she consistently shares information with teachers from the local school. This helps to promote continuity of care and learning. She uses ideas from the speech therapist to help develop all children's speech and language further.
- Babies' language skills are developing well. Babies use gestures and babble to communicate their needs. The childminder uses clear speech to talk about their play and extend their vocabulary. This helps them link words to actions. For example, she encourages them to feel the 'squelchy' play foam.
- The childminder reads stories with enthusiasm to help children enjoy books.

Children listen carefully to familiar stories. The childminder encourages them to look at the pictures and answer questions. She talks to parents about the importance of sharing stories at home, to help continue children's love of reading.

- Children eagerly explore, solve problems and find out how things work. For instance, they match coloured trucks to their garage spaces and work out how to move them up in the lift. Younger children make the sound of cars going down the ramp. At times, the childminder directs children's activities too much. This prevents children from leading their own play and fully exploring their own ideas.
- The childminder is kind and caring. She notices when children are tired, hungry or need a nappy changed and responds quickly to their needs. Children understand the routines of the day and this helps them to feel secure. However, sometimes, children are rushed and the changes of activity interrupt their learning.
- Children benefit from a wide range of outings with the childminder. This is a focus of her childminding provision. The childminder uses these outings well to extend children's experiences and learning. For example, they visit local parks and woodland to collect natural resources for play. They meet new friends on regular visits to an outdoor playgroup. The childminder helps children to understand the wider world and to value the differences between people.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are important to the childminder. She uses effective methods to help children understand how to keep themselves safe and healthy. Children follow good hygiene routines from a very young age, washing their hands when needed. They know that they need sun cream to stay safe in the sun. The childminder keeps her knowledge of child protection issues up to date. She knows the procedures to follow if she has any concerns about a child's welfare. The premises are secure and well maintained.

What does the setting need to do to improve?

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

- improve teaching skills so that children have more opportunities to learn through exploring their own ideas in play
- review and improve the organisation of daily routines to enable children to develop and complete activities they are enjoying.

Setting details

Unique reference number	EY560155
Local authority	West Sussex
Inspection number	10190710
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Crawley, West Sussex. She operates from 7.30am until 6pm from Monday to Thursday and from 7.30am to 8.30am on Friday, all year round. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector was given a tour of the home by the childminder and discussed the curriculum provided.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The views and opinions of children and parents were taken into account during the inspection.
- The inspector viewed a sample of documents, including evidence of the childminder's suitability to work with children.

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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