

Childminder report

Inspection date: 16 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 develop strong bonds with the childminder. They benefit from her calm disposition and responsive care to meet their individual needs. Children are happy and safe in her care. They start to enjoy the company of other children and want to play with them. Children make good social relationships.

Children's communication and language are promoted effectively. For example, children explore and investigate an arctic scene in a tray with small-world Inuits, igloos, arctic animals, and real snow. Children use a wide range of vocabulary and understand more-unfamiliar concepts. For instance, they learn the names of animals that live on the ice, such as penguins and seals, and that they eat fish. Children describe the polar bear as 'fluffy'. They build on what they already know about the natural world through books and discussions with the childminder. Children are well prepared for the next stage in their learning.

The childminder has high expectations for children's behaviour. She encourages children to share the resources and to be kind and respectful to one another. Children demonstrate this as younger children ask older children for help, such as when they try to push straws into connecting pieces. They learn how to manage their own feelings with increased confidence. Children are resilient and emotionally secure.

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

- The childminder has built good relationships with parents. She shares details of the daily activities that their children are involved in. The childminder collects information from parents about their children's development when they start. However, she does not use this information effectively to identify children's next steps in learning. This impacts on the support that she gives to parents to extend children's learning at home.
- Children enjoy a range of stimulating activities that meet their interests. This helps them to remain engaged in their play for long periods of time. Children show that they are confident and motivated to learn. The childminder uses her knowledge of child development to identify what children need to learn next. However, the childminder does not consistently match resources to children's particular learning needs. Children could make even better progress in their learning.
- Children develop good physical skills. For example, they practise their hand-to-eye coordination when fixing toy road pieces and the railway track together. The childminder plays alongside children to guide their own thinking and actions. This helps children to develop their learning and remember more. Children demonstrate good perseverance. They find the right-sized pieces to finish the

task at hand.

- The childminder teaches children some mathematical language during activities. For instance, she introduces the words 'big' and 'little' as children play with blocks of polystyrene icebergs and dinosaurs. They happily compare and discuss the different sizes of objects. Children's mathematical skills are developing well.
- Children make independent choices during activities. For example, they confidently choose their paintbrush and enjoy mixing coloured paints together. Children start to develop their early literacy skills. For instance, they freely paint a Christmas sign to give to their parents. Children show that they are creative. They happily express their own ideas and ways of doing things.
- The childminder is skilful in the way that she uses books to teach children about how to keep safe. For example, she discusses how to stay safe in the snow and ice when sharing the story 'The Jolly Christmas Postman'. The childminder encourages children to think about if it is safe to ride a bike when it is 'slippery'. This helps children to understand how to keep safe, and also develop a love of books.
- The childminder helps children to understand which foods are healthy for them and how to maintain good oral health. They begin to manage their own personal care needs, such as toileting and handwashing, and be independent. Children develop their gross motor skills. They have access to a range of outdoor play equipment in the childminder's garden.
- The childminder takes children on a range of interesting outings in the local community to learn about the world around them. For instance, they visit parks, castles, and a pet sanctuary. She takes older children further afield to the London museums on the train. This provides children with the opportunity to meet other people and develop an awareness about the multi-cultural world in which they live.
- The childminder has an approved qualification in childcare. She attends online training courses to keep her knowledge up to date. The childminder has reflected on the organisation of her outdoor environment. For example, she wants to introduce a forest-school area at the bottom of her garden. The childminder understands the importance of effective partnership working with other settings that children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection issues. She knows the signs and symptoms to be concerned about in relation to children's welfare. The childminder knows what procedures to follow and who to report any concerns to. She is secure in her understanding of how to keep children safe and well. Risk assessment is effective. The childminder has a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- improve partnerships with parents to share children's next steps to support learning at home
- strengthen plans to support children's individual needs more precisely from their starting points.

Setting details

Unique reference number	EY355461
Local authority	West Sussex
Inspection number	10264132
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2007 and lives in Crawley, West Sussex. She operates her service from Monday to Friday, 8am until 6pm, all year around. The childminder has an approved level 3 childcare qualification. She receives funding to provide funded early education for children aged two, three and four years.

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 discuss 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 safeguarding children policy was discussed with the childminder. A progress check for two-year-old children was reviewed by the inspector.
- 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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