

# Childminder report

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Inspection date:

18 May 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

Children arrive back from school and completely understand the routine. They each place their belongings into their named box and promptly settle to their chosen activities. For example, some enjoy being physically active and playing a football game in the garden. Others settle at the craft table, ready set out with a variety of resources. Children show great dexterity, using their small muscles to attach the stickers to their pictures. They use cutters and tools to make models from coloured clay. Children show good imaginative skills, making chocolate chip cookies and hot dogs with the clay. They have great thinking skills, using the handle of the cutting tool to make ridges on the dough to replicate crispy bacon.

Children thoroughly enjoy their time with the childminder and her assistant. Children relax, are busy and interact well with each other and the adults, chatting about their lives and what they are doing. Older children help the younger ones with tasks, such as putting together a jigsaw puzzle. Children show great patience and persistence and return to the task from the previous day to continue them. This enables them to succeed at their chosen tasks. Children say please and thank you without prompting, showing their clear understanding of good manners.

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

- The childminder and her assistant plan interesting, creative and fun activities for children that she bases upon their interests. They understand the need for children to relax and have time to unwind following their day at school. They create an inviting and homely atmosphere, where children feel welcome.
- Children show great cooperation in their play, taking turns to shoot the football in the goal. They are also kind and think of others. For example, one child made something for their mum who was unwell. The childminder and assistant are always on hand to offer support, guidance and gentle reminders.
- The childminder understands children's individual needs. She offers a fully inclusive setting, where children with special educational needs and/or disabilities and those who speak English as an additional language receive effective support.
- Children easily identify insects, including mosquitoes and woodlice. They also readily talk about how they have live chicks at school that have hatched from the eggs. They explain to others how the eggs were in the incubator and that baby chickens are called chicks. This shows clear knowledge of nature and living things.
- The childminder seeks the views of children and parents to make improvements, if necessary. Children comment that 'this place is perfect' and say 'thank you for being the best childminder ever'. Parents report that the childminder 'creates a

nurturing environment' and about the 'home-from-home' ethos that the childminder creates.

- The childminder supports children's awareness of avoiding gender stereotyping. They have discussions with children to challenge these views and give clear explanations to children to help increase their understanding.
- The childminder embraces children from different backgrounds and with differing needs. For example, they care for children whose family members are from different parts of the world. They talk about children's experiences of visiting these countries. This supports children's awareness of similarities and differences and the wider world.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of child protection and their roles and responsibilities in keeping children safe. They understand the professionals to refer concern to and the timeliness in which to do so. Their knowledge extends to differing cultural practices and of the procedures to follow in the event of an allegation being made. The childminder effectively assesses any risks in the home environment and while taking and collecting children from school. There are clear procedures in place for children to follow on the walk to keep them safe. For example, they walk in pairs with the assistant at the front and the childminder bringing up the rear. Children also learn about road safety, helping them to build skills for the future.

## Setting details

<b>Unique reference number</b>	EY427034
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10282929
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 September 2018

## Information about this early years setting

The childminder registered in 2011. She lives in Copthorne, West Sussex. The childminder provides care from Monday to Friday, offering sessions before and after school, term time only.

## Information about this inspection

### Inspector

Helen Penticost

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector freely while engaged in activities.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of parent's views through their written feedback.

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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