

Childminder report

Inspection date:

3 August 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and settle quickly in the childminder's home. The childminder's new puppy is very much a part of the children's day, and they are keen to see her when they arrive. Older children talk confidently to the childminder and tell her about their recent holidays, as well as things they have done away from the setting. Younger children keenly explore the environment and seek support from the childminder when needed. For example, they take the childminder to the book stand and show her the books they want to look at. The childminder allows children time to look at the pictures, and she comments on the things they point to. This helps to support children's early language development. However, the environment is not organised well enough to meet the children's needs. They are unable to access resources independently and do not have the space they need to support their development.

Children are keen to join in with activities, and they engage well. Older children talk to each other about their pet dogs while concentrating on craft activities. The childminder engages in conversation and asks them about the ages of their pets and the breeds. They give each other time to answer and share their thoughts. Younger children demonstrate perseverance when engaged in activities. They are given the time they need to work out how to strap dolls into pushchairs before walking them around the garden. The childminder praises children for their efforts, and children show delight in their achievements.

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

- The environment where children play is unorganised and cluttered. For example, the childminder's kitchen is untidy, with limited space to prepare food for children. The area where children play is used to store pushchairs and the childminder's washing. The available resources do not always meet the needs of the children, and they do not have space to fully engage in their learning.
- The childminder has made improvements since her last inspection. She has attended training and updated her safeguarding knowledge. The childminder has improved the support for children with special educational needs and/or disabilities. However, she recognises that there is more she can do to improve her practice further. The childminder is booked to attend training to help embed her knowledge.
- The childminder plans activities based on the children's interests. For example, younger children enjoy scooping dried pasta into small containers. Older children enjoy placing small beads onto boards to make different patterns. However, the childminder's focus for activities does not precisely target the intended learning for younger children. As a result, children do not have the opportunity to fully build on what they already know and can do.

- Children behave very well. Older children understand the rules and offer support to younger children. For instance, older children remind younger children to put their shoes on before going outside and to put aprons on when playing in the water. The childminder responds calmly to younger children when they need encouraging to share the toys. As a result, children play well together.
- The childminder encourages children to be independent. Children freely access the toilet and know to wash their hands afterwards. They are encouraged to wipe their own noses. Older children are encouraged to help to tidy up before engaging with different resources. Younger children give each other their water bottles and are learning who they belong to.
- Parents are happy with the care their children receive. They report that the childminder has improved how she shares information with them. Parents receive regular updates on how their children are progressing. Younger children have a diary, which is shared between home and the childminder. Parents know what the childminder is working on to help support their child's development.
- The childminder assesses the progress children make and monitors any gaps in their development. She engages with the local authority for support. The childminder researches techniques to help support children's language development. For example, she uses strategies she has researched online to support children's early speech and language development, and she has shared these with parents.
- The childminder ensures that children have access to plenty of exercise and fresh air. For example, she takes them to the local park regularly, as well as visits to the farm. The childminder understands the different opportunities children have had and ensures that she plans new experiences for them. This helps to support their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her knowledge on safeguarding. She understands how to identify signs of abuse, including if a child is being exposed to extreme views. The childminder understands about online safety and grooming. She knows how to report any concerns she may have about a child to the local safeguarding partners. The childminder understands the process to follow if an allegation is made against her or a household member. She is aware of what information needs to be reported to Ofsted. The childminder ensures that the outside area is clean and safe for the children to play in before they go outside.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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organise the learning environment so that children have the space they need to complete their chosen activities and fully engage in their learning.	18/08/2023
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To further improve the quality of the early years provision, the provider should:

- improve how activities are delivered to ensure the focus is aimed more precisely on what children need to learn next.

Setting details

Unique reference number	114263
Local authority	West Sussex
Inspection number	10283865
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 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 March 2023

Information about this early years setting

The childminder registered in 1999 and lives in Crawley, West Sussex. She operates Monday to Friday, 7.30am to 6pm, all year round.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder .
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with 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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