

Childminder report

Inspection date: 25 June 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Children are highly confident, curious and flourish in this home-from-home setting. The level of care children receive is exceptional. The childminder and her assistants know children very well and prioritise their emotional well-being at every opportunity. The childminder is responsive to subtle changes in children's behaviour and is always on hand to provide reassurance. For example, she offers a warm hug for as long as children need, letting them know she is always there for them.

Children have an abundance of opportunities to develop their understanding of new concepts, such as mathematics. For instance, during mealtimes, the childminder asks children how many raspberries and mango cubes they would like on their plate. Children serve themselves the corresponding number of fruits, while the childminder slows them down as they count to ensure that they capture each item of fruit. Children learn about simple fractions as they slice fruit. Children show great interest as they discover that they can increase the quantity of fruit pieces by cutting each item in half. This helps children as they begin to understand that number has value.

The childminder and her assistants help children to develop excellent attitudes towards their learning. For instance, children gain confidence and a willingness to keep trying at tasks they find challenging. Children place their spray bottles into a tyre and struggle to get them back out again. The assistant approaches the situation with a sense of calm, offering suggestions on what the child could try. They then provide the child with encouragement until they successfully retrieve their bottle. This helps children to develop perseverance.

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

- Leadership and management are highly effective. The childminder works seamlessly with her assistants, who help deliver the ambitious and inclusive curriculum to the highest standard. The childminder is committed to the continuous improvement of the setting and provides assistants with regular opportunities to strengthen their knowledge. For instance, the childminder finds interesting ways, such as virtual reality, to help assistants gain a deep understanding of what abuse may look and feel like from the child's perspective. This helps to provide a safe environment where children flourish.
- Children, including those with special educational needs and/or disabilities, receive exceptional support in developing their early communication skills. For example, the childminder and her assistants use every opportunity to engage children in conversation. They use purposefully clear mouth movement when talking to children, promoting and modelling word formation. They narrate children's play and echo children's attempts of language, before repeating the

correct pronunciation of words. This helps children to become confident and effective communicators.

- Children learn about the world through carefully planned experiences and meaningful interactions. This helps them to make connections within their learning. For instance, children learn about nature as they explore woodlands and local green spaces. Children listen to the sounds they can hear, identifying the unique calls of different species of birds, such as magpie and crow. Children learn about root systems as they grow fruit and vegetables from seed and gain an understanding of what living things need to grow.
- The childminder helps children to develop the knowledge they need to navigate the world, while keeping themselves safe. She provides children with first-hand experiences that help them gain a deep understanding of the hazards around them. For example, children learn how to stay safe when around water, such as lakes, during outings. The childminder explains the importance of sitting on the ground when close to the water, to help prevent them from falling in. Children look into the water, observing that they cannot see below the surface. They make the connection that should they fall in, others may not be able to see them, and this is dangerous.
- The childminder helps children to navigate friendships, enabling them to recognise and respond to the feelings of others, as well as their own. For instance, children have great fun as they fill bottles with water and spray the childminder and their friends. However, not all friends want to be sprayed. The childminder supports children to voice and express when something is happening that they do not like. The childminder helps older children to understand how younger children may use other ways to communicate their feelings, such as crying. This helps children to develop kind and compassionate relationships.
- The childminder expertly plans activities that provide children with a tailored approach to their learning. This includes their physical development. She provides activities that focus on developing children's core strength, understanding that this underpins many other areas of development, such as future writing. The childminder thinks carefully about how to adapt all activities to incorporate strength building, such as standing when completing activities. Children develop their gross motor skills in the garden as they scoot around on ride-on toys. They exert themselves as they ride their vehicles up the hill and show control as they whizz down the other side. This helps to prepare children well for their next stage in learning.
- Partnership working is highly effective and promotes a joined-up approach to support children's learning. For instance, the childminder works very closely with parents and other professionals, such as physiotherapists. Together, they create precise targets that are individual to each child, particularly those who need it most. The childminder works with parents to extend children's learning at home. For example, they plan sponsored events and use the money they raise to provide each child with a book to keep and share with their family at home. Children love to collect 'treasures' during local walks. They bring them back to the setting and explore the items. The childminder extends this interest by providing a 'treasure bag' to keep at home. This helps to extend children's

curiosity and promotes new experiences outside.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2756916
Local authority	West Sussex
Inspection number	10350095
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	0 to 3
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 previously registered with a childminder agency between 2021-2023. The childminder registered with Ofsted in 2023 and lives in Crawley, West Sussex. She offers care from 7.30am to 5.30pm, all year round except for bank holidays and family holidays. The childminder holds a level 3 relevant qualification and employs two assistants.

Information about this inspection

Inspector

Paula Sissons

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 childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the childminder, assistants and children at appropriate times during the inspection and took account of their views.
- The inspector sampled written feedback from parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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