

Childminder report

Inspection date: 27 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children have a close and trusting relationship with the childminder. They feel secure in her care. Since the last inspection, the childminder has improved the presentation of her environment. For example, she has bought new furniture to help organise her resources. This means children have more accessible space to play.

Children begin to talk about their personal experiences, playing 'babies' with dolls. They develop their pretend play when the childminder introduces a variety of resources to help support their interests. For instance, children feed, change and give the 'baby' a health check. They show great delight and happiness when the childminder engages them in thoughtful back-and-forth conversations about how to use the toy doctor's instruments. Children are encouraged to recall and sequence events about trips they have been on to enhance role play, such as going to the shops. They confidently use their language to express their ideas.

The childminder has high expectations for children to manage their own behaviour. She helps them learn to be polite and develop good social manners. For example, younger children are reminded to say, 'pardon', when they do not hear a simple instruction. They receive praise from the childminder for their achievements. This helps to build confidence and positive self-esteem. Children develop skills they need for the future.

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

- The childminder has sought professional advice from the local authority to raise the quality of teaching. She has booked training to upskill her practice. The childminder has a clear understanding about planning and delivering an ambitious curriculum for children. She carefully plans a topic, such as 'creatures under the sea' and focuses effectively on what children need to learn next. Children learn new words, such as 'crab' and 'seahorse'. They benefit from meaningful learning across the curriculum.
- The childminder collects information from parents about their children's care routines and interests when they first start. This helps her plan activities to help children settle. The childminder uses her ongoing observations to decide on what children need to learn next. Parents receive a progress review of their children's learning and development. This successfully enables parents to support their children's learning at home.
- The childminder has made positive relationships with other professionals at other local early years provisions children attend. However, she has not found effective ways of sharing information with health agencies or the local nursery about the intent for children's learning. The childminder does not always work in

partnership for consistency in their care and education.

- The childminder plans what she wants children to learn during activities, for example when they use art and craft resources. She asks relevant questions, such as about different colours and animal shapes, when children decorate their sea creatures. However, at times the childminder answers questions before children have time to think through their responses. This does not support her to assess what children have learned and does not encourage children to think through their ideas and express their thoughts.
- Children develop their physical skills effectively. The childminder provides a range of good-quality play equipment in her garden for children to explore a range of movements. For example, children pretend to take 'baby' for a drive in a wheeled toy, pushing it along with their feet. They develop their core strength. Children enjoy painting with water in a magical activity book. This helps them make some early marks and develop their small-muscle coordination. The childminder encourages children to name sea creatures as each one is excitedly revealed. Children concentrate well and develop their good hand-eye coordination.
- The childminder provides plenty of opportunities for children to learn about the community in which they live. She takes them to visit the local shops, café and park. For example, they visit a shop to look at colourful fish and to the library to borrow different books, such as 'The Rainbow Fish' that relates to the childminder's curriculum. This helps to enhance further what children already know about the natural world.
- The childminder helps children to understand about a healthy diet to promote good oral health. For instance, children eat watermelon for their snack. They learn to manage some tasks for themselves, such as clearing their cup and plate away after meals. The childminder has already taught younger children to manage their own personal care routines. This supports children's growing independence well.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen arrangements for exchanging information with agencies and other settings that children attend
- allow children enough thinking time to answer questions to assess more effectively what they know.

Setting details

Unique reference number	114263
Local authority	West Sussex
Inspection number	10308877
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	2 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 August 2023

Information about this early years setting

The childminder registered in 1999 and lives in Crawley, West Sussex. She operates Monday and Tuesday for children before and after school, from 8am to 9am and from 3pm to 6pm. On Wednesday, Thursday and Friday she cares for children on the Early Years Register from 8am to 6pm and continues wraparound care for school children.

Information about this inspection

Inspector

Jane Winnan

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 inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a physical and sensory activity with the childminder.
- The inspector took account of the views of parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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