

Childminder report

Inspection date:

5 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children develop into highly secure, confident individuals who gain a wide range of skills that significantly support their future learning. The childminder achieves this through having exceptionally high expectations for all children. Children enthuse greatly over everything they do and talk excitedly about the varied experiences they have with the childminder. For example, they eloquently discuss the different coloured leaves they have found on their nature walks as they create autumn pictures using the leaves and other materials. Children show exceedingly high levels of confidence when they test out their own ideas and thoughtfully solve problems they encounter as they play. When they make paints too watery they work out how to thicken them, and they find out what happens when they mix colours together. The childminder empowers children extremely strongly to follow their own unique ideas and express themselves creatively. This is obvious as each child creates an autumn picture in their own individual style.

The childminder has an extensive understanding of each child. She uses this information with skill and precision to provide incredibly personalised learning experiences for the children. The childminder uses her extremely thorough understanding of children's backgrounds to widen their experiences and support them to develop confidence in a wide range of situations. For instance, she has extended her qualifications and knowledge to enable her to provide children with rich and fulfilling outdoor experiences that strongly support their learning.

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

- Children develop a wonderful sense of what makes them unique. They are extremely proud of who they are and demonstrate this with many conversations about their lives and experiences. The childminder strongly values everything children say and do. She always praises their contributions to activities and interactions with immense warmth and enthusiasm. The childminder successfully helps children to respect the differences that exist between themselves and others. She provides them with excellent opportunities to meet a wide range of people, including the elderly and people with disabilities.
- The childminder supports children exceedingly well to develop great social skills. As a result, children show kindness and sensitivity towards each other. They demonstrate this when they ensure that all their friends have enough snack. The childminder puts great focus on teaching children how to behave positively and helping them understanding social etiquette. This includes successfully promoting an understanding of the need to respect each other's personal space.
- The childminder uses her excellent teaching skills to instil in children skills that will help them considerably in their future learning. She notices perceptively what children enjoy and cleverly acts on this to introduce the skills she wants

them to learn. For example, when children play attentively with cars she challenges them to attach pens to create shapes and pictures using the cars. The children eagerly make a range of marks that they look at and discuss with the childminder. Children demonstrate a wonderful enthusiasm for numbers and use their brilliant mathematical knowledge in their play. For example, toddlers recognise that the marks on phone keys represent numerals. Older children count carefully as they make towers with pens and use mathematical language to compare the quantity of pens in their towers.

- Children make excellent progress in their communication and language skills. The childminder continually teaches them new vocabulary and reinforces the meaning of the words extremely effectively. She cleverly builds on toddlers' skills to help them to put together words to form simple sentences. Older children talk with increasing fluency as they use language confidently to describe, recall past experiences and link their ideas.
- The childminder establishes exceedingly strong partnerships with parents through which she ensures extremely high levels of consistency for children. This includes continuing to take children to the same groups they have previously attended with their parents. This helps children to develop friendships and build confidence. Parents know precisely how they can support children's learning at home. The childminder works extremely closely with them to ensure that together they understand completely where children need moving forward.
- The childminder maintains and enhances her outstanding practice with immense passion. She continues to increase her knowledge and skills to ensure she can provide the best possible opportunities to help children meet their full potential. For example, she has recently learned more about the way a child's brain develops. As a result, she gives extremely careful consideration to the language she uses to ensure she fully supports children's emotional development.
- The childminder uses exceptionally high-quality observations to meticulously assess children's progress. She acts incisively when she has any concerns about children's development to prevent gaps in progress from forming and to ensure children thrive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an extremely strong understanding of how to recognise if a child's welfare is at risk. She knows precisely what to do if she needs to protect a child against harm. The childminder considers painstakingly all aspects of safety in her home, including practising fire drills frequently to ensure a smooth exit in the case of an emergency. The childminder is highly conscientious in promoting children's well-being. For example, she carefully raises parents' awareness and understanding about children's safe use of the internet at home. Children demonstrate an extremely deep understanding of how to manage their own safety. For instance, toddlers handle scissors with exceptional care, especially when they move them to another location.

Setting details

Unique reference number	EY348502
Local authority	West Sussex
Inspection number	10104159
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder has been registered since 2007. She lives in Rustington, West Sussex. The childminder has a relevant level 3 childcare qualification. She cares for children between 8am and 5pm for three days a week, from Monday to Wednesday. The childminder is in receipt of funding for free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Kerry Lynn

Inspection activities

- The childminder took the inspector on a learning walk of her setting during which she spoke about her ethos and how she implements this.
- The inspector checked that statutory documentation and qualifications are in place.
- Parents shared their views through written accounts that the inspector took into consideration.
- The inspector talked to the childminder about the progress the children have made from their starting points and her aims for their continued development.
- The childminder reflected on children's learning and her own practice during an activity that the inspector observed.

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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