

# Childminder report

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Inspection date: 13 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

The childminder uses her home, routines and resources well to encourage children to explore and learn in different ways. For example, children enjoy using the different areas to play with role-play resources, to paint or create collage pictures. They know that they can move around freely and choose what they would like to play with. The childminder and her assistant have developed close bonds with the children. They are very sensitive to their needs, which helps to support their emotional well-being from the very start. Children are happy, settled and secure in their care. They show that they feel confident, comfortable and safe. Children's behaviour is good. The childminder speaks to children respectfully and provides gentle and appropriate reminders to help children to understand what is expected from them. Children tidy up after finishing a play activity and demonstrate politeness and good social skills from a young age. This is demonstrated when children talk and interact confidently with the inspector. Children are gaining an understanding of managing their own care needs. They confidently make their needs known. For example, they tell the childminder when their hands are sticky and they want to wash them.

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

- The childminder provides a wide range of activities that support learning in all areas of the curriculum. She has a good understanding of what she wants children to learn and how she is going to support them in their development. She is clear about effective teaching strategies and uses these during children's play. For example, the childminder supports children as they attempt to slot numbered cars in colour order. She explains to children how to complete the task and encourages them by stating 'try really hard'. Children beam with pride as they manage to insert each car.
- The childminder reflects on, and improves, most aspects of her practice. However, she has not fully explored ways to build continually on the skills and knowledge for her and her assistant to enhance the quality of teaching to the highest levels.
- The childminder is enthusiastic in her interactions with children. She models language well and asks children many interesting questions to help them think, respond and develop good communication and language skills. She encourages children to think about their past experiences, so that they confidently recall previous events and learning. Children are confident communicators for their ages.
- Children enjoy healthy food choices, take part in effective hygiene routines and have good opportunities to be physically active. For example, they enjoy playing in the garden, in parks and on the beach. Children excitedly join in singing songs. They enthusiastically copy the actions to a 'wake-up-shake-up' session on

the computer. Children laugh as they dance, shake and move in rhythm to the music.

- The childminder works in partnership with parents effectively. She shares information with parents in a variety of ways and keeps them updated on children's learning and development. The childminder enhances parents' understanding about how their child's learning can be supported at home. For example, the childminder shares ideas to extend children's mathematics skills at home, such as collecting and counting leaves. However, she does not gather enough information about what children already know and can do to plan more precisely when they first start at the setting.
- The childminder promotes children's understanding and respect of similarities and differences between themselves and others well. For instance, children learn about celebrations such as Diwali and Chinese New Year. They listen to stories from other cultures, find out about traditional clothing and taste foods from different countries.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection issues up to date. She understands the signs and symptoms that may indicate a child is at risk of harm. The childminder and her assistant talk about whistle-blowing procedures and they know how to report concerns to the Local Safeguarding Children Board. The childminder is also knowledgeable about the reporting procedures to follow in the event of a concern about a child's welfare. She uses risk assessment well in her home and on outings to keep children safe in different situations.

## What does the setting need to do to improve?

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

- build on the programme of continuous professional development to help ensure that the quality of teaching is constantly improving
- encourage parents to share detailed information about what their children already know and can do before they start, to help inform future teaching.

## Setting details

<b>Unique reference number</b>	EY548051
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10107865
<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</b>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Felpham in Bognor Regis, West Sussex. She operates for four days a week from 7am to 6pm all year round, except for bank holidays and family holidays. She works with an assistant.

## Information about this inspection

**Inspector**  
Shan Jones

## Inspection activities

- The inspector viewed the areas used for childminding and held discussions with the childminder about how she organises her setting and how she plans and delivers the curriculum.
- Relevant documents were viewed by the inspector, including evidence of the suitability of all those living in the household and adults working on the premises. She also viewed records of children and discussed the childminder's policies.
- The inspector held discussions with the childminder, her assistant and children at appropriate times during the inspection.
- With the childminder, the inspector observed children's play and evaluated an activity.
- The inspector spoke to children and took account of the views of parents through discussion and written feedback provided.

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  
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Manchester  
M1 2WD

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