

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time spent with the wonderfully nurturing childminder. The childminder creates a safe, warm and homely environment for children to explore and focuses strongly on building their confidence and self-esteem. Children are particularly happy in her care and demonstrate a strong sense of belonging. They very much enjoy time playing with the childminder, regularly joking and giggling with her, and show how secure they feel as they snuggle up to her to listen to stories. The childminder is very attentive to children's needs and warmly provides the affection, support and encouragement they need to become confident learners.

The childminder provides a broad and enjoyable set of experiences for children, closely linked to their interests and development. She regularly takes children into the local community to attend a variety of sessions, such as 'rhyme-time' at the library. Children meet and play with new children, helping to develop their positive social skills and friendships, and experience the diversity of their community first hand. The childminder has high expectations for what children can achieve and, overall, makes very good use of her interactions to guide and extend their learning. As a result, children are inquisitive and motivated learners who quickly gain the skills they need for their future education.

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

- The childminder is ambitious and dedicated to helping children progress well in their learning. She assesses children's development closely and confidently knows the progress they have made and their key next steps for further development. She skilfully plans an exciting range of activities that successfully motivate children to attempt new skills and build on what they already know. For example, children enjoyed using binoculars to hunt for birds, using a poster to learn what different types they might see. The childminder extended this interest well, helping children to make bird feeders. Children showed excellent hand control as they carefully threaded cereal hoops and counted to 15 with the childminder's support, showing strong mathematical skills.
- The childminder is a highly caring and positive influence on children and acts as a strong role model. She sensitively and consistently teaches them the right way to behave and gives clear messages about her expectations. Subsequently, children are very kind, thoughtful and respectful of others. They happily share their play with others, help to tidy toys when they are finished and listen carefully to what the childminder says. Children are very confident but are also happy to go to the childminder for cuddles or reassurance if needed and feel extremely at ease in her home.
- The childminder makes good use of spontaneous learning opportunities and

ignites children's interest in nature particularly well. For example, as they dug for worms, she encouraged children to observe them closely and discuss how they look, move and what they do. To extend this further, she taught children fun facts about the worms, such as that they can live up to 10 years, and children showed a keen interest. Overall, the childminder asks questions well to help offer further challenge to children. However, occasionally she interrupts children's engagement in their play and exploration by asking either too many questions or changing subject too quickly. This has an impact on their concentration at times and stops them from fully following their ideas.

- The childminder is very keen to update her childcare skills and knowledge to help improve her practice. She regularly attends training, shares expertise with other local childminders and takes part in weekly early years webinars. She uses her professional development well to introduce new ideas and improve children's experiences. For example, she has recently introduced 'wake up and shake up' morning physical sessions to help children get valuable exercise and become alert and ready for the day. She has also focused heavily on supporting children's healthy eating and children delight in growing a variety of fruit and vegetables at a local allotment. They work hard to tend to them as they grow, and then explore their tastes and healthy benefits once they are ready to eat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps fully up to date with safeguarding during regular training and research. She has a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm. She knows who to contact if she has any concerns about a child's welfare and follows her detailed policies and procedures. The childminder ensures she knows about wider safeguarding issues, such as keeping children safe from extreme views and behaviours. She vigilantly ensures children play in a highly safe and secure environment.

What does the setting need to do to improve?

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

- enhance the use of questioning to avoid interrupting children's concentration when they are focused in play and fully support their exploration.

Setting details

Unique reference number	EY439516
Local authority	West Sussex
Inspection number	10136716
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 October 2015

Information about this early years setting

The childminder registered in 2011 and lives in Lancing, West Sussex. She operates her service all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- The childminder and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.

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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