

# Childminder report

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Inspection date: 11 February 2020

<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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a vibrant and inviting environment, which is welcoming and safe. Children are very well settled, happy and have positive attitudes to their play. Older children concentrate very well as they shake various containers, exploring the sounds that they make. Younger children smile and squeal with excitement as they bounce up and down.

The childminder provides children with many opportunities to play and explore. She offers the children a range of resources which they can self-select, giving them choices in their play. For example, the youngest children show an interest in technology as they play with toys that make sounds and light up. Older children laugh at what they look like as they try glasses on as they play with dressing-up clothes. They are curious learners and persevere. For instance, children try hard to pull the lid off the dough pot. The childminder enhances children's understanding of the wider community. For example, she is facilitating opportunities for children to visit a local nursing home to develop their social skills and empathy with the older generation. Children are supported well to develop good independence and self-care skills. They are given time to cut up their own fruit at snack time, wipe their own noses, and use the toilet themselves unaided.

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

- The childminder has developed a curriculum that is based on children's interests and successfully promotes their progress across all seven areas of learning. She knows what children need to do next to move on to the next stage in their learning and builds on what they already know and can do.
- The childminder evaluates her practice well, inviting both parents and children to share their views. She adapts activities, incorporating the ideas and views suggested by children. For instance, children enjoy making cheesecake as part of the after-school planned activities. Furthermore, the childminder reflects on her own professional development. For example, she recently attended a conference aimed at supporting children's communication skills. As a result, she has made enhancements to her own practice to further improve children's focus and love of books during story time activities.
- The childminder is skilled at supporting children's communication and language skills. For older children, she supports them to use more complex phrases. For younger children, she encourages early speech by babbling back and introducing new words for them to hear and repeat. However, in her keenness to support children, the childminder does not always provide children with opportunities to think of and express their own ideas.
- The childminder acts as a positive role model. She has high expectations for children's behaviour, which helps children to develop a sense of right and wrong.

For instance, children help each other find tissues when they have a runny nose.

- The childminder has a very good system in place to monitor children's development. Parents feel well informed and enjoy the text messaging system, daily diaries and regular conversations about their children's progress. This fosters a collaborative approach to children's development. The childminder identifies gaps in children's learning to ensure early intervention. For example, she works alongside a speech and language therapist to support children with language delay.
- Children are well supported to enhance their mathematical skills. For instance, the oldest children enjoy working out how to make weighing scales balance using different amounts of dough. They learn the meaning of words such as 'heavier' and 'lighter'.
- Overall, the childminder's teaching is strong. She follows the children's lead and facilitates what children want to do. Children concentrate as they explore the play dough resources. For example, they push the cutters into the play dough, add glitter and use tools to make effects. However, the childminder does not always adapt activities well enough to ensure that younger children are fully engaged and benefit from the learning opportunities.
- The childminder plans a range of daily trips out. For example, children enjoy developing their physical skills as they walk through the woodland to pick up sticks. They learn about the world around them as they point out the cobwebs in the natural environment.
- The childminder promotes diversity and inclusion and has had experience of caring for children with special educational needs and/or disabilities. Furthermore, she teaches children about different festivals to help them learn about the cultures of different people and to be respectful to others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children. She recognises the signs and symptoms that might indicate a child is at risk of harm. The childminder knows the correct procedure to follow should she have a concern. She is mindful of the wider safeguarding issues, such as the 'Prevent' duty. The childminder's premises are secure. The children are supervised constantly in her care, and the environment is checked daily to eliminate any potential hazards.

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

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

- consider more closely how to adapt activities to ensure all children, in particular younger children, fully engage and benefit from the learning opportunities

- strengthen opportunities to extend children's learning further so that they are consistently afforded time to think of ideas for themselves.

## Setting details

<b>Unique reference number</b>	EY270341
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10137026
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	14 January 2016

## Information about this early years setting

The childminder registered in 2003. She lives in a village near the town of Haywards Heath, West Sussex. She receives funding to provide free early years education for children aged three and four years. The childminder offers care from 7.30am to 6.30pm, Monday to Friday, all year round.

## Information about this inspection

### Inspector

Adam Hawes

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Discussions were held with the childminder, and the views of parents taken into consideration.
- The inspector reviewed relevant statutory documentation, qualifications and policies used by the childminder.
- During a learning walk, the inspector and the childminder discussed how the early years provision was organised and how the childminder plans the curriculum and experiences for children.

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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