

Childminder report

Inspection date: 17 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children relish finding out more about the natural world. Their enjoyment was evident when they used a magnifying glass to search for creatures living in the 'bug hotel'. Children show respect for living things. They gently pick up branches and stones to check for insects underneath before carefully repositioning them. The childminder helps children to use their memory skills, for example by prompting them to talk about creatures they have seen on previous occasions. The childminder has a rich knowledge of how young children learn. She plans a range of focused activities to meet the learning needs of each child and to help them attain well. At the inspection, children stretched their bodies out to paint the letters of their name across a large sheet of paper. Other children named colours in the mixing palette as they added smaller designs to the poster. These activities help to enhance children's early writing skills. The childminder clearly conveys her expectations of children's behaviour and they respond well to her clear messages. Children are caring and kind. They patiently listen to the opinions of their friends. Children display good independence skills. However, the childminder realises that there are instances when she automatically completes tasks for children that they can accomplish without help.

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

- The childminder welcomes parents into her home to discuss details of their child's education. She is prompt to raise any concerns about development and to suggest how they can address any issues together. Parents are eager to share their views about the childminder's service. They comment that she provides 'high-quality tailored care' and that children are 'excited to learn'.
- The childminder offers children access to a rich array of activities in the local community. For instance, they visit the seaside, parks, woodlands and popular attractions. She encourages children to collect interesting resources and teaches them more about the local area. The childminder occasionally links up with a co-childminder so that children can play together. The childminder reports that this has been beneficial for children. This is because they have been able to practise their social skills with other children following the COVID-19 (coronavirus) pandemic.
- Children display good levels of self-confidence on arrival at the childminder's home. They immediately leave their parents and carers and start looking for their preferred toys. Children show that they are self-sufficient. However, very occasionally, the childminder completes minor tasks for children that they are capable of completing for themselves.
- The childminder incorporates mathematics learning into children's daily routine. For example, she encourages children to count food items at snack time. Children add and subtract small quantities and enjoy checking whether the

answers they provide are correct. The childminder offers chances for older children to engage in more challenging games and puzzles. This is so the childminder can help them build on their problem-solving skills.

- The childminder seeks advice from professional agencies about how to best support children's learning. However, she does not always establish strong links with staff at other childcare settings the children attend, in order to get the fullest picture of children's development.
- Throughout the day, the childminder remains sensitive to the care needs of all children. For instance, she recognises when children are tired and persuades them to choose a more relaxing activity. She provides children with a stable routine so that they know what is expected of them. Children always remain calm and happy.
- The childminder is passionate about providing good-quality care to all children. She continually makes changes to bring about improvement. For example, the childminder recently reorganised her indoor provision. She plans the area very well and makes the most of the space available to work with children.
- The childminder places a high emphasis on supporting all children to communicate clearly. For instance, when she is working with young children, she uses lots of visual clues and signs. Children successfully use the signing process to let the childminder know what they need. The childminder assists older children to expand on their language skills. She persuades them to ask and answer questions and to recall situations. For instance, she asked children questions about a recent storm. They were quick to talk about what they remembered. All children develop good language skills and are ready for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly risk assesses all areas of her provision and quickly takes action to reduce risks to children. For instance, she identified that the step in the back garden gets slippery during wet weather. She installed a gate to slow children down as they move into the garden area. The childminder confidently discusses her knowledge of safeguarding. She accesses regular training to refresh her knowledge of how to protect children. She recognises if children are at risk of harm. The childminder knows how to raise concerns about a child's welfare with appropriate agencies, in order to protect them.

What does the setting need to do to improve?

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

- strengthen partnerships with practitioners at other childcare settings the children attend, to get an even stronger picture of children's development

- recognise opportunities for children to complete tasks for themselves, to even further develop their independence skills.

Setting details

Unique reference number	EY554184
Local authority	West Sussex
Inspection number	10174550
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	1 to 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Lavant, West Sussex. She operates during school term times and sometimes during the summer holidays. The childminder works a variety of hours on Monday, Tuesday, Thursday and Friday. She holds qualified teacher status. The childminder provides funded early education for three- and four-year-old children. She occasionally works with a co-childminder.

Information about this inspection

Inspector

Julie Bruce

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector talked to parents and took account of their views.
- The childminder explained details of the curriculum she provides for children, during a learning walk with the inspector.
- The inspector observed a range of activities and encouraged the childminder to evaluate an activity.
- The inspector checked the childminder's knowledge and understanding of safeguarding.

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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