

Childminder report

Inspection date: 24 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 thoroughly enjoy their time with the childminder, who is very calm, caring and nurturing. They form strong bonds with the childminder and each other and feel completely safe and secure in the setting. Children explore the carefully planned and stimulating environment with great confidence and show strong self-esteem. For example, they proudly show off their finished drawings and take on challenges, such as making sandcastles.

The childminder is ambitious and has high expectations for what children can achieve in their learning. She uses her interactions skilfully to guide and extend children's development. For instance, children are encouraged to count as they scoop sand, describe their drawings and learn about nature. During the inspection, children excitedly spotted an insect they did not recognise. The childminder searched online with the children to learn its name, which was a 'shield bug'.

Children develop good independence and enjoy managing their own self-care where they can. They toilet train at a young age and confidently find their sun hats and shoes, as they get ready for the garden. Children are confident, inquisitive and motivated learners. They quickly gain the skills and knowledge needed to prepare for the next stage in their education, including school.

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

- The highly qualified childminder assesses children closely and talks precisely about what they know and can do. She provides a challenging curriculum based on what children need to learn next and successfully encourages children to explore their interests. For example, children develop their early writing skills as they 'write' shopping lists and practise their pencil grip as they pick up pompoms with tweezers. The childminder sequences children's learning very well and children repeat activities a number of times to deepen their knowledge and skills.
- Children behave particularly well and develop strong social skills. They play happily together, share and actively include others. For example, children worked together to build sandcastles, taking turns to scoop sand into the bucket. Children are respectful of the childminder's home and understand the daily routines well. For instance, before snack time they independently tidied away the table so it was clear for them to eat on.
- Overall, the childminder supports children's language development successfully. She encourages plenty of conversation with older children, who speak well for their age. They share and express their ideas confidently and are good communicators. However, younger children do not always receive the same high levels of support in their early language development. For example, the

childminder does not always encourage their early speaking and model language for them to hear and learn.

- The childminder is keen for children to explore the world around them and visit local places of interest. For example, children go to the beach often to explore nature and wildlife. Children learn what makes them similar and different to others and know what makes them unique. They read books and explore toys representing different cultures and communities and learn to respect diversity.
- The childminder is dedicated to providing high-quality experiences for all children. Although she is a qualified teacher, she still values continued professional development and reflects closely on her setting and practice. She next wants to learn more about children's emotional well-being and how to use displays to further include and engage children.
- The childminder is a skilled teacher and joins in with children's play thoughtfully. She asks challenging questions and extends children's learning consistently well. For example, as children listened to a story, they found and counted objects in the pages and discussed what might happen next. However, the childminder does not fully support children to learn how to keep themselves safe. For example, she has not yet taught children how to recognise potential dangers online and how to stay safe when using the internet.
- Partnerships with parents are strong. The childminder keeps them fully up to date with their children's learning, such as through regular online communication and scheduled meetings. Parents are overwhelmingly positive about the childminder and the lengths she goes to, to support their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to ensuring children's safety. She regularly attends safeguarding training and reads any new guidance to keep her knowledge up to date. She confidently knows the signs that a child's welfare may be at risk and the procedures to follow up on any such concerns. The childminder understands the need to protect children from extreme views and behaviours and to monitor their attendance closely. She closely assess and minimises risks in the setting and on trips into the community.

What does the setting need to do to improve?

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

- focus more on the early language development of younger children to help develop their good communication skills further
- provide more support for children to learn how to keep themselves safe, such as when using the internet.

Setting details

Unique reference number	EY559633
Local authority	West Sussex
Inspection number	10190345
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Goring-by-Sea, West Sussex. The childminder has qualified teacher status. She works from 8am to 4pm Monday to Thursday, all year round.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the provider.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector looked at a sample of documentation, including safeguarding policies and procedures, and children's records.

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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