

# Childminder report

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Inspection date: 24 November 2021

<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

Children are happy and content in the childminder's cosy and comfortable home. They settle quickly into the familiar daily routines and this supports their well-being and growing confidence. Babies form secure attachments to the kind and caring childminder. They naturally turn to her for cuddles and help. Children readily include her in their play. Children have fun as they explore the inviting activities provided. These are carefully linked to children's age, abilities and interests. For example, toddlers are excited to find a large box of items about dogs, their favourite animal. They explore the different toy dogs, look closely and compare their features. They develop control of their fingers as they brush the dogs. Babies practise walking as they take a toy animal for a walk. They laugh with delight as they play a game of peekaboo with the childminder and a dog puppet.

Children show high levels of attention and engagement. They are constantly motivated by the ideas and resources the childminder offers to extend learning further. Children behave well. They are given gentle reminders in a calm and consistent way, and praise for their efforts and achievements. Even the youngest children learn to take turns, persevere and help each other, through the childminder's sensitive guidance.

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

- The childminder interacts with babies extremely well. She watches their facial expressions carefully. She is tuned into their body language and quickly responds to their need for reassurance or a change of activity. The childminder knows when babies need to sleep, eat or have their nappy changed. She uses excellent hygiene routines to help keep children safe.
- The childminder observes children and monitors their ongoing development. She works closely with parents to establish children's starting points. The childminder consistently builds on children's skills and knowledge to move learning forward. She has high expectations and provides sufficient challenge in their day to enable all children to make good progress.
- The childminder skilfully encourages children to develop their speech and communication skills through every activity. For example, she encourages toddlers to listen, using 'ready, steady, go', as they play on the slide. She repeats back what children say and speaks clearly. She provides babies with just the right amount of commentary as they play and adds new words. As a result, they listen carefully, show their understanding and babble back to her.
- Toddlers are constantly introduced to new vocabulary. For instance, they learn the meaning of the word 'rough' as they listen carefully and feel the dinosaurs' spines in a favourite story. There is an effective focus on developing children's language and literacy skills in English. However, the childminder has less

knowledge of how to support children who speak English as an additional language.

- The childminder is knowledgeable and understands the order of children's learning. For example, toddlers are encouraged to sit on chairs and enjoy painting, to develop the core and arm muscles they will need for later learning. The childminder constantly checks what each child knows and can do and identifies what they need to learn next.
- Respectful relationships with children and their families are a strength of the setting. Parents are extremely complimentary. They describe the childminder as 'calm and caring'. Parents feel reassured by the consistent updates about their child's day, that they can see on the childminder's online system.
- The childminder takes pride in her role and knows her strengths. She listens to feedback from parents; they would like her to improve the garden. She plans to introduce an area for children to grow plants. However, the childminder does not link what she knows about children's progress with areas of the curriculum she could improve further.
- Children enjoy regular outings, such as to the local playgroup. They meet with a wider group of children and learn about the differences between themselves and others. Special events and celebration of festivals are planned so that children can share new experiences, food and activities. For example, children recently enjoyed a day of activities in the park with other childminders, to support Children in Need day.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular training to help her safeguard children. She holds a paediatric first-aid qualification. She has a good understanding of the procedures to follow if she has any concerns about a child's welfare. This includes when children may be at risk from radicalisation or extremist views. The childminder supervises children carefully. She checks that the premises are secure and resources are well maintained. The childminder teaches children how to manage appropriate risk, such as negotiating the step to the garden.

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

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

- reflect carefully on children's outcomes and link improvements more precisely, to enhance further the good teaching and learning opportunities for children
- increase knowledge and understanding of how children who speak English as an additional language learn to speak, so that they have the best possible support for their learning and development.

## Setting details

<b>Unique reference number</b>	EY559843
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10190583
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	4
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in East Grinstead, West Sussex. She operates from Monday to Friday, from 8am to 6pm, all year round. She holds a childcare degree qualification.

## Information about this inspection

### Inspector

Sue Suleyman

### 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views of the childminder's provision with the inspector and these were taken into account.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children and considered the impact on learning.

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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