

# Childminder report

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Inspection date: 4 March 2022

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

### The provision is good

Children benefit from warm and positive relationships with the childminder. They settle quickly and demonstrate that they feel happy, safe and secure. Children behave well and show kindness to their friends. For example, they take turns and wait for each other to climb the apparatus to go down the large slide in the garden. Children have positive attitudes to learning. They develop confidence to attempt challenges and persist in their own self-chosen goals. For example, children practise developing their physical skills by learning how to use scissors during craft activities. They persevere and keep trying. Children are proud when they achieve some success and delight by saying, 'I did it!'

Children enjoy exploring activities linked to their interests. They have opportunities to visit local parks and garden centres to learn about spring flowers and talk about their experiences. Furthermore, children use small spades to dig soil and plant their own seeds in pots which they look after. This increases their awe and wonder and motivates them to learn. Children are learning how to be independent. They delight in doing tasks for themselves. This includes cutting up fruit and putting on their own coats. However, this is not always consistent.

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

- The childminder knows the children very well. She spends time with them to identify their interests and utilises this to plan experiences that support their learning. Overall, children make good progress. However, on occasions, the childminder does not make the most of all opportunities to fully extend and challenge children. This does not maximise their learning to the highest level.
- Children have lots of opportunities to learn outside. This includes practising their large physical skills in the childminder's garden and utilising larger equipment at the local play park and soft-play centres. Furthermore, the childminder takes children to visit places of interest, so they become familiar with their local community. This supports children's growing understanding of the world around them.
- The childminder recognises when children need extra help in their learning and development. She works with parents and other professionals to identify children's needs and puts steps in place to help them catch up. As a result, children are making steady progress to work towards their next stage of education.
- Children receive support to help them learn about good health and well-being. For example, the childminder provides sets of toy teeth and toothbrushes. Children play with these and practise how to brush teeth correctly. They talk about how this contributes to their good oral health.
- Children behave well. They share resources, take turns and show courtesy to

one another. Children listen to the childminder when she talks about why they need to look after the books. She explains that books can be spoiled if they are not well cared for. Children demonstrate that they are receptive to this as they pick up books from the floor and put them in the book rack. As a result, they are learning about the childminder's behavioural expectations and developing respect for their toys and resources.

- The childminder provides opportunities for children to develop their language skills. She encourages discussion while they play and during mealtimes. However, there are times when the childminder does not consistently use the responses to extend the conversations further.
- The childminder places much emphasis on her own professional development. She regularly accesses training courses to enhance her knowledge and recognises that this will help to improve her practice. The childminder is currently focusing on developing her knowledge in special educational needs and/or disabilities. This is to continually improve her practice and support the children in her care.
- Parents comment favourably about the care their children receive. They talk about the positive relationships their children have with the childminder. Parents explain they receive feedback about their child's day and what they have participated in. However, the childminder does not provide suggestions to parents in how they can further support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify signs and symptoms of abuse, including wider safeguarding concerns such as domestic violence, radicalisation and extremism. She is aware of her role and responsibilities to safeguard children and has secure knowledge of how to make a referral in line with local procedures. The childminder conducts safety checks to ensure the premises and resources do not pose a hazard to children. This includes a risk assessment in place for family pets to consider how to keep children safe. The childminder ensures that she attends child protection training to refresh her knowledge and remain up to date.

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

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

- strengthen practice so that all children receive consistently high levels of challenge during planned activities and daily routines, to prepare them for their next stage of learning
- provide suggestions to parents about how they can support and extend their children's learning further at home.

## Setting details

<b>Unique reference number</b>	EY438837
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10206600
<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>	2 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	25 March 2019

## Information about this early years setting

The childminder registered in 2011 and lives in Worthing, West Sussex. She provides care for children between 7am and 6pm each weekday, throughout the year. The childminder holds a childcare qualification at level 3. She receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Sherrie Nyss

## 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 the evaluation of the setting.
- The inspector carried out a learning walk to discuss the curriculum priorities with the childminder.
- The inspector carried out a joint observation to assess the quality of teaching.
- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- Tracked observations were conducted to assess what it is like for a child to attend the setting.
- The inspector spoke to children and parents and took account of their views and feedback.
- A range of documentation was reviewed by the inspector, including evidence of suitability, training certificates, accident and incident records and attendance registers.

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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