

Childminder report

Inspection date: 19 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at the setting happily and separate from their parents with ease. They are excited to be at the childminder's house and keen to engage in all the experiences available to them. Children enjoy exploring resources that promote their curiosity. For example, children use the wooden bricks to create different structures. They experiment with materials of different shapes and sizes to see how to achieve their desired outcome.

Children build warm, secure relationships with the childminder. They have good independence and self-care skills. They put on and take off their own shoes and put them away in the shoe cupboard without being prompted. Children's behaviour is good. The childminder has high expectations and consistently reinforces the rules and boundaries. Children are reminded to care for the resources within the environment.

Children confidently select the resources they want to use and lead their learning through play. They make good progress in their learning and development. Children use the physical skills they have developed to balance on beams in the garden. When they find it hard, they persevere by getting back on the beam and having another go.

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

- The childminder has created an environment that is encouraging and welcoming. Children have positive attitudes to learning. They are kind and caring to their friends and play together pleasantly. Children help their younger friends to use the ride-on toys by pushing them along.
- The childminder works effectively with parents to meet the needs of the children. Parents speak positively about the care provided. They explain how children develop independence and social skills during their time with the childminder. Parents are amazed at the new knowledge children learn, such as knowing to be careful around certain jellyfish on the beach.
- Overall, the childminder has a clear understanding of what children need to learn next. However, she does not manage group times as successfully as she could to support individual children's learning. This means that, on occasion, children lose interest and are not fully challenged in their learning.
- The childminder has successful systems in place to monitor children's progress. She quickly identifies children who may need additional support. She works collaboratively with parents and other professionals to support children with special educational needs and/or disabilities.
- Children develop a love of stories. The childminder teaches children to take care of books. She provides daily story time to help to develop children's

communication and language. However, on occasion, the childminder does not use opportunities fully to further support younger children's communication and language. For example, when the childminder talks to children, she does not adapt her language for younger children or use repetition to help them learn new words.

- The childminder encourages children to develop their writing during imaginary play. For example, children use pens and cardboard boxes to creatively express themselves. They turn the box into a vehicle that they can share with their friends. This helps to support children to develop their fine motor skills and imagination.
- The childminder promotes good hygiene practices, such as handwashing before meals. She encourages the children to be independent and have a go. For example, children take themselves to the toilet and know to ask for help if they need it. Mealtimes are a social occasion. The childminder praises children for sitting and eating nicely.
- The childminder and her co-childminder evaluate and review their provision effectively. They are committed to the continuous development of the provision and have plans to further improve elements of the outdoor environment. The childminder has undertaken online training to keep her knowledge up to date. She has researched different early years approaches, which has inspired her to encourage children's natural curiosity further.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder has purposefully planned the environment to ensure the safety of children. For example, in her organisation of seating outdoors, the seating has rounded edges to minimise any impact should a child fall. The childminder ensures that she keeps her safeguarding training up to date. She knows the signs to look out for which may indicate that a child is at risk of harm. The childminder is confident in the local safeguarding partnership procedures to follow to make a referral. She has a good awareness of wider safeguarding issues, such as female genital mutilation and radicalisation.

What does the setting need to do to improve?

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

- review the organisation of group times and consider the learning needs for all children to provide further challenge
- strengthen support for younger children to develop their communication and language skills further.

Setting details

Unique reference number	EY275238
Local authority	West Sussex
Inspection number	10228345
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	13
Date of previous inspection	6 September 2016

Information about this early years setting

The childminder registered in 2004 and lives in Littlehampton, West Sussex. She operates from Monday to Friday all year round. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3. The childminder works with her husband, who is her co-childminder.

Information about this inspection

Inspector

Jade Orosz

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 their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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