

Childminder report

Inspection date: 20 May 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 quickly form secure attachments to the experienced and caring childminder. She greets them warmly and gives consistent encouragement as they play happily with their friends. Children have fun as they explore the inviting playroom and garden. They become confident learners with positive attitudes and good self-esteem.

Children and babies develop an early interest in literacy. They thoroughly enjoy sharing books with the childminder. Children listen carefully to familiar stories, such as 'The Very Hungry Caterpillar'. They have time to discuss the pictures and think about what happens next. Children learn new vocabulary and build on previous learning. For example, they learn the word 'pickle' and that it is 'like a cucumber', as they match and count the food eaten by the caterpillar. Babies hold soft toy caterpillars to let them explore different textures and keep them engaged in the story. Toddlers join in the rhyme 'Incy Wincy Spider' as they explore minibeasts and learn their names.

Children benefit from daily outings, such as to local playgroups. They learn to socialise with a wider group of children and find out about the differences between themselves and others. Children walk to the beach, go to the woods or travel further to a nature centre. They enjoy fresh air and exercise as they discover the natural world around them.

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

- The childminder responds quickly and effectively to children's emotional needs. She provides the affection, support and praise they need. The childminder sensitively supports children to learn about and manage their own feelings. For example, children play with soft toy 'colour monsters' and a set of feelings pebbles. The childminder helps children to look at the facial expressions on the pebbles to recognise the emotions they represent. Children relate these to their own feelings and well-being.
- The childminder consistently gives gentle reminders about being kind, using good manners and sharing, to ensure that these are embedded in children's daily routines. They learn to consider others and all children behave well.
- Children become increasingly independent with the childminder's support. For instance, toddlers know they need to find their own shoes and coats to go in the garden and try hard to put them on. They happily tidy away toys when they have finished with them. Children persevere in cutting up fruits for snack time. They learn about healthy eating as they talk about and try fruits which are new to them. Babies readily feed themselves with finger foods, such as pear slices.
- The childminder knows the children well, including their care needs, interests

and abilities. She checks what each child knows and can do and identifies what they need to learn next. The childminder provides a range of activities and new experiences that children enjoy. However, at times, she does not focus carefully on extending children's learning before offering children new resources or suggestions. This stops children's focus on their play and hinders their thinking and problem-solving skills.

- The childminder keeps parents informed about their child's development and their time at the setting through daily feedback and photos. Parents say that they are very happy with the provision and that older children are well prepared for school. They particularly appreciate the childminder's support with issues such as behaviour difficulties at home.
- The childminder uses stories, songs and rhymes to spark children's curiosity about words. She speaks clearly and children are eager to talk with her about their play. However, at times, the childminder uses too many words and questions in her interactions, particularly for babies. This makes it difficult for them to hear and process the sounds they need for speech development.
- The childminder consistently accesses training to improve her good skills and knowledge further. She uses the views of parents and ideas from her local childminder group. The childminder knows her strengths and what she would like to improve in her setting. She links this to raising the good outcomes of children even further. For example, she plans to add opportunities in her garden for children to learn balancing skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency. She completes training to help her safeguard children and knows about the additional risks caused by the COVID-19 pandemic lockdowns. The childminder is aware of the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder checks her premises and garden each day and minimises any hazards to children's safety. Resources are well maintained and clean. No unauthorised person can enter the house or garden.

What does the setting need to do to improve?

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

- focus more closely on supporting children to explore their play ideas so that they have sufficient time to fully develop their activities and thinking
- strengthen teaching to ensure that babies are fully supported to develop their emerging speech.

Setting details

Unique reference number	EY370414
Local authority	West Sussex
Inspection number	10228454
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	5
Number of children on roll	7
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 2008 and lives in Goring, West Sussex. She operates all year round from 8am to 5pm on Monday, Tuesday, Thursday and Friday. The childminder has a childcare qualification at level 3.

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed interactions between the childminder and the children and considered the impact on learning.
- Parents shared their views of the childminder's provision 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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