

Childminder report

Inspection date: 8 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's home. They form special friendships with each other, giggling as they run around the garden. Children look after each other. They notice when younger friends are getting tired and recognise it is time for them to sleep soon. Children talk freely about their home and their families. They are very confident and outgoing. Babies demonstrate they feel safe and form close attachments to the childminder. When they are tired, they cuddle into the childminder's shoulder as they drift off to sleep.

The childminder provides activities to help support children's learning. For example, to develop children's fine motor skills she challenges them to thread cereal hoops onto pipe cleaners. Children use the voice-activated speaker to request their favourite songs. They dance excitedly and sing along as the music plays. Children move to the rhythm of the music. They wiggle their hips and jump up and down. They freely explore the garden, choosing whether they want to be inside or outside. They particularly enjoy the various water play opportunities available to them. Children fill watering cans and enthusiastically watch what happens when they pour water on their chalk drawings. They rub the chalk and water together on the ground labelling the colours that they see.

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

- The childminder accesses online training to refresh and update her knowledge. For example, she has recently completed training on attention deficit and hyperactivity disorder to expand her understanding of how to support children with additional needs. She ensures that her mandatory training is kept up to date, such as first aid. She uses her ongoing observations to evaluate her provision, adapting and changing it as necessary.
- The childminder regularly assesses children's learning to document what children know and can do. However, sometimes, children's planned next steps are too broad and are not precise enough to help them make the best possible progress.
- The childminder organises her environment to provide children with plenty of opportunities for physical play. For example, they push themselves around in cars and balance on beams. This helps children to develop good gross motor skills. Children have good imaginations. They enjoy role play and creating story lines together. For instance, children pretend that their ride on car is a food delivery truck.
- The childminder helps to support children's communication and language well. For instance, she delivers a daily story time whereby children choose what book they would like to read. Children join in with the parts of the book that they are familiar with. For example, they shout, 'we've got to go through it' when listening to 'We're Going on a Bear Hunt'.

- The childminder uses mathematical language during activities. She encourages counting and uses number names. However, on occasion, such as when children name letters that they can see, she does not challenge children's thinking and extend their early literacy skills further.
- The childminder takes children on outings to the local park and beach. This gives them plenty of fresh air and allows them to understand about their local community whilst promoting their physical ability as they get plenty of exercise.
- The childminder has conversations with parents each day to inform them what children have enjoyed. She gives parents advice on things, such as dummy use. Parents say they feel 'confident' to leave their children with the childminder and that they 'have lots of fun'. The childminder has established links with other early years settings which promotes continuity in children's learning.
- Children develop independence skills. They learn to wash their hands regularly and understand why this is important to stop the spread of germs. The childminder gives children opportunities to practise new skills, such as chopping fruit at snack time. This helps children to develop the skills that they will need as they move on to the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about different types of abuse and what signs she needs to be aware of. She is confident in the procedure to follow to raise concerns about a child. The childminder refreshes her training regularly to keep her knowledge up to date. She accurately keeps the required records, such as accident forms. She regularly rehearses a fire drill so that children know what to do in the event of an emergency. The childminder ensures her home is meticulously clean and well maintained to prevent children from injuring themselves.

What does the setting need to do to improve?

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

- review children's next steps in learning to make them precise and further support children to make even better progress
- strengthen interactions with the children during their spontaneous play, to further enhance their learning experiences.

Setting details

Unique reference number	507645
Local authority	West Sussex
Inspection number	10136329
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 2000. She lives in Selsey in West Sussex. The childminder cares for children Tuesday to Friday from 7.30am until 6pm, throughout the year. She receives funding for the provision of free early education for two-, three-, and four-year-old children. She holds a childcare qualification at level 4.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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