

# Childminder report

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Inspection date: 28 July 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 are happy and settled in the childminder's care. Her enthusiastic and nurturing approach supports children's emotional well-being. Children form strong relationships with the childminder and each other. They play cooperatively and encourage each other to remember daily tasks and routines. Children are motivated learners, and develop a good attitude towards learning. They are encouraged to be creative, use their imagination and communicate their ideas. Children behave well, and are developing good social skills and independence.

The childminder plays alongside children, constantly interacting with them and promoting their enjoyment and achievement through play. She listens to what children say and talks to them to encourage their communication and language development. The childminder brings books alive and captures children's imagination as they share favourite stories. For example, children enthusiastically recall and retell, 'The Very Hungry Caterpillar' story. They are encouraged to take turns and listen to each other while excitedly acting out the story. Children are gaining good speaking and listening skills.

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

- The childminder provides a caring and safe learning environment, with children making good progress. She uses her ongoing observations to understand children's starting points, interests and learning styles. She plans and organises the provision to effectively support children in their development and prepare them for the next stage of learning. This helps develop children's knowledge and skills across all areas of their learning.
- The childminder understands the importance of promoting healthy lifestyles. Children have regular opportunities to play and learn outdoors. They start to learn about risk and keeping themselves and others safe. Children have free access to an enclosed outdoor area, where they can ride bikes, climb, slide, exercise and express themselves. They make up games whilst counting, sorting and collecting balls. However, on occasion, the childminder does not fully extend and challenge children's learning during activities, to help them achieve to their highest potential.
- The childminder encourages children's interest in the natural world. For example, children plant and care for flowers and vegetables and they learn about the life cycle of butterflies. This helps develop their understanding of the world around them.
- Children develop early mathematical skills appropriately. For example, they count balls and group colours together, prior to guessing how many balls they can collect in a basket. They are introduced to concepts such as estimating weight, and calculate the weight of fruit and vegetables before balancing items

on scales. Children concentrate intently as they find out how heavy items are.

- Children behave very well. They care for each other and understand the importance of sharing and taking turns. Children understand the importance of tidy-up and caring for resources. The childminder is a good role model for children and helps them to learn to respect and value their friends.
- Close working relationships with parents are important to the childminder. She has built good partnerships with other early years providers to enable her to offer a wider range of learning opportunities for children. She understands the importance of gaining detailed information to help meet the needs of children, including those with special educational needs and/or disabilities. Parents value information the childminder shares about their child's learning and suggestions for any home learning. They speak positively about the care their children receive.
- The childminder values her ongoing professional development. For example, she completes a varied range of courses that further enhance her knowledge, skills and service.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is conscientious and dedicated to her role. She has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She understands local safeguarding procedures and is confident about how to report any concerns. Continuous training helps enhance her knowledge and understanding of safeguarding. The childminder demonstrates a good awareness of the 'Prevent' duty, which is designed to stop children from being radicalised. Comprehensive risk assessments ensure the setting is safe for children at all times. The childminder holds a relevant paediatric first-aid qualification.

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

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

- focus more precisely on building on children's learning during activities, to offer them more challenge and help them make even better progress.

## Setting details

<b>Unique reference number</b>	115105
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228179
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

The childminder registered in 1994 and lives in Goring-by-sea, West Sussex. She operates Monday to Friday, from 8am to 6pm, all year. The childminder receives funding to provide free early education for children aged two, three and four years. She has a level 3 early years qualification.

## Information about this inspection

### Inspector

Teresa Colburn

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke to children, to find out about their time at the setting.
- 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 inspector spoke with parents and read letters of support, taking into account their views and comments.

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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