

# Childminder report

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Inspection date: 2 September 2022

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| <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 have formed strong attachments with the childminder who is experienced, caring, patient and enthusiastic in her approach. The childminder offers a welcoming and learning environment where children feel happy, safe and secure. Children have fun, laugh and giggle, as they explore the inviting playroom. They are extremely confident in expressing their own preferences and interests. Children relish the praise and encouragement that they continually receive from the childminder. This contributes to their high levels of self-esteem and emotional well-being.

Children are full of smiles and enjoy the activities the childminder provides. They independently select what they want to play with from a good selection of resources. The childminder encourages children to share and take turns when they play. Children understand what is expected of them, behave well and are developing good social skills and independence. Children are provided with a rich curriculum of learning opportunities and experiences and have daily opportunities to engage in physical exercise. For example, children walk around the local area, explore the woods and visit a butterfly farm. There are also outings to local National Trust venues, days out to Shoreham Beach and puddle jumping.

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

- Children show high levels of concentration and become captivated in their imaginative play. For example, they enjoy making drinks and meals and giggle in delight as they turn on the 'food blender'. The childminder provides many opportunities for children to extend their imagination. Children develop their curiosity as they investigate resources such as cooking, play dough, painting and craft activities.
- Children have access to a variety of books to develop their interest in stories. The childminder routinely reads to children and encourages them to join in. She uses a variety of books to help support children's early literacy skills. Children enjoy sitting with the childminder and readily chat about the pictures while sharing 'The Gruffalo's Child' story.
- The childminder extends conversations with comments, questions and repeating words during children's play. This helps to support their language and communication skills. However, on occasions, the childminder does not consistently extend and challenge children's learning during activities to help them achieve to their highest potential.
- Children develop early mathematical skills appropriately. For example, the childminder encourages children to count as they push cars through long cardboard tubes. Children's continual laughter is infectious as they anticipate cars coming down the tube, while doing a little dance.

- The childminder knows the children very well. She talks about children's starting points, interests, learning styles and progress they have made. She uses ongoing observations to know what she is supporting them with next. This has a positive impact on developing children's knowledge and skills across all areas of learning.
- Children gain a good understanding of healthy eating and adopt healthy habits. They bring in their own snacks and meals. They understand the importance of sitting down when eating and drinking. For example, during mid-morning snack time, children enjoy eating a satsuma and drinking water. The childminder is very aware of children's allergies and dietary requirements.
- Partnerships with parents are very effective at this setting. The childminder shares information regularly with parents. She lets them know what children have done through messages and photographs, so that parents can continue learning at home. Parents praise her relationships with their children. They describe how their children have made good progress and are developing skills for the future.
- The childminder has completed all required mandatory training. She is keen to undertake further professional development to help improve her practice further and fully recognises the benefit of training.
- The childminder has devised and implemented various informative COVID-19 (Coronavirus) safety guidelines and risk assessments, ensuring children and parents remain safe. She helps children to develop social skills with others, especially as they may not have had the opportunity to do this during the pandemic and may take longer to settle.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She confidently describes the action she would take should she have concerns about a child's welfare. She regularly attends safeguarding training to ensure that her knowledge remains up to date. Comprehensive risk assessments ensure the setting is always safe for children. 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:**

- build on teaching skills further in order to make greater use of opportunities to extend children's learning during activities, to help children make even better progress
- engage in more professional development opportunities to help raise practice to an even higher level.

## Setting details

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| <b>Unique reference number</b>                     | 114549  |
| <b>Local authority</b>                             | West Sussex   |
| <b>Inspection number</b>                           | 10219659  |
| <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> | 0 to 2  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 10 August 2016  |

## Information about this early years setting

The childminder registered in 1997 and lives in Burgess Hill, West Sussex. She operates Monday to Friday, from 7am to 6pm, throughout the year. The childminder 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 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 inspector reviewed the areas of the childminder's home that children use, to ensure that they are safe and suitable.
- The inspector spoke to and interacted with children, to find out about their time at the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the written views of several parents during the inspection.

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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