

# Childminder report

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Inspection date: 22 August 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 are happy and settled in the childminder's home. They form trusted bonds with the childminder and readily approach her when in need of support. The childminder is sensitive and responsive to their needs. Children are motivated to explore and have free access to a variety of toys that interest them, such as dinosaurs and cars. They feel safe and secure in the environment and enjoy learning.

Children love books and demonstrate that they have their favourite stories. They ask the childminder to read these again and again. Children are often seen mimicking the childminder's expert story reading. They point at pictures and repeat the memorised phrases in the book. Children hear songs related to their play on a regular basis. For example, when they pretend to brush their teeth, the childminder sings, 'this is the way we brush our teeth'. Children join in with the actions, showing an increasing understanding of the importance of adopting healthy routines. This helps to promote children's acquisition of language skills.

Children develop good social skills. They are courteous towards others and use words such as 'please' and 'thank you', without being prompted. Children develop a growing understanding of playing cooperatively with their friends. When playing with popular toys, they share and wait patiently for their turn. Children become confident learners and readily participate in all new experiences on offer.

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

- The childminder ensures that children have opportunities to learn about the world around them. She takes children to places of interest, such as the farm, beach and other local attractions. Children acquire real-life experiences and begin to make connections. For example, they point out sheep in the nearby field when playing with those in their farm set. This helps children develop an in-depth knowledge and understanding of the real world.
- Children confidently explore and experiment with different materials. They try out new ideas and when successful, shout out in excitement, 'I did it'. For instance, children build brick towers that are as tall as their toy dinosaurs. They use their imagination to feed the dinosaurs with leaves from the top of the tower. Children are excited by their creation and roar loudly like dinosaurs. This shows that children are developing their thinking to solve problems. All children make good progress from their starting points.
- The childminder places a strong emphasis on children developing their communication and language skills. She uses key words that children hear and remember, such as, dinosaurs have 'sharp teeth'. Children apply these short phrases as they play, learning to correctly use the words in context.

- Children play with a variety of resources that represent the diverse society we live in. However, the childminder does not consistently consider ways to help children learn about the cultures of those who attend her setting. This means that children are not fully given the opportunity to make connections between the lives and experiences of others, and their own.
- The childminder ensures that children's routines are established early on. She supports this by telling them what will happen next. Children show an increasing level of independence to manage their own tasks. The childminder praises their efforts to help tidy up and find the correct boxes to put their toys in. This helps to build children's sense of responsibility.
- The experienced childminder has a good understanding of the early years curriculum and how young children learn. She assesses what children know and can do. Overall, the childminder's interactions with children support their learning. However, sometimes, she tries to teach too many things at once. In these situations, the childminder's planning is less focused and does not build on children's current knowledge and ability to achieve at an even higher level.
- Parents speak fondly of the childminder. They comment on her positivity and commitment to help children succeed. Parents are grateful for the many exciting opportunities children have and note the good progress in their personal, social and communication skills.
- The childminder is committed to continual improvement. She undertakes online research and training to add to her already good knowledge, to support children's learning. She recognises what she would like to do next, such as, learning more about supporting children's mental health.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her safeguarding responsibilities to protect children from harm. She can confidently identify any emerging concerns about a child or an adult and understands the procedures to follow. This includes safeguarding issues such as exposure to extremist views and behaviours. The childminder ensures her premises are safe and secure for children. She supports children to keep themselves safe in the provision. She reminds them to play safely with equipment in the garden.

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

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

- review planned activities to focus more precisely on specific learning intentions, to enable children to progress to an even higher level and achieve their best
- provide more opportunities to develop children's understanding of cultural diversity and help them learn about similarities and differences between their

own culture and that of others.

## Setting details

<b>Unique reference number</b>	130989
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228238
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 2000. She lives in Sompting, West Sussex. She offers care from 7.30am to 4.30pm on Monday to Friday, all year round. She has a relevant childcare qualification. The childminder is in receipt of free early education funding for children who are three years old.

## Information about this inspection

### Inspector

Sonia Panchal

### 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 joined the inspector on a learning walk. She talked to the inspector about the curriculum on offer.
- The inspector observed the quality of education being provided indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children.
- The inspector took account of the written views of parents.

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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