

# Childminder report

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Inspection date:

6 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and settle quickly, eager to see their friends and begin their day. They excitedly greet each other and confidently access the different resources available to them. Children feel safe and secure. They show strong, meaningful relationships with the childminder as they cuddle with her and discuss their summer holiday activities.

Children behave well as they play kindly with one another. Throughout their day, children share resources fairly and have a good understanding of how to take turns during games. For example, they enjoy playing bat and ball together in the garden. Children offer praise and encouragement to their friends as they play. Through this, children demonstrate that they have high levels of respect for one another.

During their daily routines, children show that they are developing strong independence skills. They take off their own shoes and coats and place them in their correct personal boxes, carefully checking the name labels. Children also know when and why it is important to wash their hands and they do this without support. Children are developing a good understanding of how to manage their own personal care and hygiene routines.

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

- The childminder has a good knowledge of how to support children in developing their communication skills. She consistently encourages children to engage in conversation and frequently introduces new language. For example, when playing with the instruments, the childminder asks the children if they know the names of the different instruments and extends this by introducing the word 'Guiro'. Through this, children are supported in building a broad vocabulary.
- The childminder has a secure understanding of children's current stages of development. She actively engages with other professionals involved with children, to gain a full picture of how children are progressing from their starting points. However, at times, she does not provide ambitious intentions for children's future learning. As a result, children are not always fully challenged.
- Partnerships with parents are strong. Parents say that the childminder provides a high level of care for their children. They explain that they are very happy with how she communicates with them about their child's daily activities.
- Children have plenty of opportunities to develop their physical skills. They show high levels of confidence as they use different tools to manipulate play dough and skilfully use scissors to make purposeful cuts in paper. They remain engaged in these activities for extended periods. Children are developing positive attitudes to learning.
- The childminder understands how to use her teaching knowledge effectively to

inspire children's learning as they play. For example, the children notice that the ride-on bicycles move faster on the patio than they do on the grass surface. The children remain interested as the childminder encourages them to experiment and test out their ideas. Through this, children are supported in developing critical thinking skills.

- The childminder helps children to develop their knowledge of the natural world. Children demonstrate what they know and can remember well. For example, during outside play, children find leaves on the ground and discuss the different seasons. They expertly explain that they know the leaves are changing colour and falling from the tree because it is autumn.
- Children are provided with healthy options at snack time and are encouraged to select their foods independently. However, the childminder does not use these and other spontaneous learning opportunities to deliver consistent messages around healthy eating. This is not fully effective in helping children to understand the importance of making healthy choices.
- The childminder regularly reflects and reviews her practice. She ensures that she continually keeps her knowledge updated by frequently participating in courses that support her to develop her skills. The childminder also uses this process to make improvements that enhance parent interaction. For example, she recently adapted the way she relays information to families at the end of each day.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her responsibilities to ensure the safety and welfare of children. She implements a robust safeguarding policy, which she reviews and shares with parents. The childminder completes rigorous risk assessments for her home and local trips out. She regularly completes safeguarding courses and updates her paediatric first-aid qualification in line with requirements. The childminder has strong knowledge of the different types of abuse, including female genital mutilation. She has a clear understanding of the signs that would alert her to be concerned that a child was at risk, and she knows the correct procedure to report this.

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

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

- strengthen the focus of planned activities to ensure they target what children need to learn next and provide further challenge
- consider how messages around healthy choices can be delivered to children spontaneously and throughout daily routines.

## Setting details

<b>Unique reference number</b>	EY437660
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10228603
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

The childminder registered in 2011. She lives in Westergate, close to the city of Chichester, West Sussex. The childminder holds a childcare qualification at level 3 and provides care for children between 7.30am and 5pm, Monday to Thursday, all year round.

## Information about this inspection

### Inspector

Nicola Houston

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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