

# Childminder report

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Inspection date: 2 December 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 very comfortable in the care of the childminder. They happily explore the environment, demonstrating that they feel safe and secure. Children make good progress in their learning and development. They benefit from the childminder implementing a well-thought-out and ambitious curriculum. Children play imaginatively with small-world toys, such as cars and characters. They act out different storylines in their play. The childminder supports children's developing imaginations and uses her interactions to teach children about people who help us. For example, when playing with the doctors play set, she talks to children about the role of doctors and nurses.

Children follow instructions well. They learn to take care of the environment, helping to tidy the toys away before moving to the next activity. Children learn good manners and how to ask for things politely. They become independent in their self-care. For example, they wash their hands after toileting and have a go at blowing their noses. Children develop a good knowledge of numbers and shapes. They recognise numbers that are significant to them, such as their own and their sibling's age. The childminder skilfully enhances children's mathematical understanding by incorporating the use of mathematical language into children's play.

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

- The childminder has developed and embedded a curriculum which follows children's interests and builds on what they already know and can do. For example, she plans play-based learning experiences that allow children to learn through doing. The childminder uses her knowledge and skills to capture opportunities as they arise to extend children's learning.
- The childminder ensures children develop good social skills. For instance, she spends time with other local childminders and takes the children to playgroups and on outings. This supports children to learn to interact with a range of children and adults. Children visit the library and spend time in the local community. However, opportunities for children to learn about faiths, cultures and festivals that are different to their own are not fully developed.
- The childminder uses assessment effectively to identify what children need to learn next. She understands how children learn and repeats activities to ensure knowledge is embedded. The childminder ensures her environment is stimulating and children can choose what they would like to play with. As a result, children are highly motivated and consistently demonstrate positive attitudes.
- The childminder promotes children's healthy lifestyles. For instance, she talks to children about the importance of brushing teeth properly. The childminder provides children with daily opportunities for fresh air and exercise. For example,

she takes them on walks and to local parks. This helps children to practise their physical skills as they navigate climbing equipment. The childminder regularly reminds children to drink water to keep them hydrated.

- The childminder works well with parents. She shares information with them about their child's progress and what they need to work on next. Parents praise the childminder. They describe how their children love attending her setting and say they feel their children are well cared for. However, the childminder has not yet established links with other early years settings children attend. This means that the childminder is not fully effective in establishing a collaborative approach to support children's learning and development.
- The childminder engages in ongoing professional development opportunities. These help her to develop her skills and knowledge. For instance, she has recently completed training on planning activities and is going to use this learning to improve her current practice.
- Children benefit from activities that help develop their fine motor skills. For example, the childminder helps children to practise cutting with scissors. Children focus intently on making cuts in the paper and are delighted when they succeed. The childminder praises children regularly, helping to build their confidence and encourage them to keep trying hard.
- The childminder uses music and rhymes to enhance learning. She sings to children as they play. This helps children's developing communication and language. Children enjoy sharing stories. They request books that they are familiar with and that have interactive features, such as musical buttons. The childminder helps children to develop their listening and attention skills during story time. For example, she does this by asking simple questions about the story or asking children if they can see certain things in the picture.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and knows the signs that may indicate a child is at risk of harm. The childminder has a secure knowledge of safeguarding issues, such as domestic abuse and extremist views. The childminder is aware of how to share any concerns with the local safeguarding partnership. She is confident in her knowledge of what to do if an allegation is made against her or a member of her household. The childminder risk assesses her environment to ensure it is safe and has procedures in place to keep children safe when out in the community. The childminder talks to children about keeping safe. For example, she reminds them to walk inside and teaches them to hold scissors carefully.

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

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

- incorporate the teaching of festivals and other cultures to teach children about people and communities beyond their own
- strengthen partnerships with other settings to promote continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY219609
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10264117
<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>	6
<b>Date of previous inspection</b>	23 May 2017

## Information about this early years setting

The childminder registered in 2002 and lives in Southwater, near Horsham in West Sussex. The childminder operates her service Monday to Friday from 8am to 4pm, all year round. She provides funded early education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jade Orosz

### 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector read written feedback from parents and took into account their views.
- The inspector observed the interactions between the childminder and children.

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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