

# Childminder report

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Inspection date: 19 December 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily play in this warm and nurturing setting. They are supported by the calm and friendly childminder who knows them well. Children have a wide variety of resources to choose from and they select and find toys independently. They happily chat away and excitedly share what they discover. They enjoy dancing to familiar music and listening to stories that expand on their trips and outings.

Children explore in cosy corners as they role play making sandwiches and tea. They develop new language to describe the food they create. They use farm yard toys to expand on what they learned on recent trips to the farm. They share their experiences as they play and talk about sounds animals make. Children play with toy tractors and introduce trains into their play as they discover and compare how the different types of transport move.

Children display a high level of engagement towards their learning. They are supported effectively as they play alongside the caring childminder. Children learn about ice and how it melts in the garden. They discover leaves that have dropped into the water and frozen in the ice. They use leaves to make sensory cakes. They pour, stir and mix natural materials together and delight as they share their creations.

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

- The childminder uses the natural environment to passionately teach children. She enhances the curriculum by providing rich experiences for children to learn from further. She plans regular trips and outings within nature and in the community. Children benefit from visiting places, such as museums, farms and toddler groups. Children visit the local deer park and enjoy asking the rangers questions about deer antlers. The childminder also runs forest-school sessions where children learn and explore within the natural environment.
- The childminder uses children's interests to plan for their next stages in learning. She allows children time to process and respond in play. As a result, children are able to share their developing language. The childminder provides children with clear and detailed explanations about how things work and why things happen. However, she does not always provide children with an opportunity to solve problems themselves to develop their critical thinking.
- The childminder completes regular training. She focusses her learning and professional development on subjects that will enhance her knowledge for the current needs of her practice. She reflects on the children's learning regularly and adds resources to improve the experiences for children.
- Children are highly engaged in play. They are focused and know where to find resources. They independently select toys and happily enjoy exploring. They

develop their communication and language as they play. The childminder shows children high levels of respect and role models good manners. Children behave well and are taught how to manage their feelings and emotions effectively.

- Children feel safe and secure with the childminder. They confidently seek help and know the routines well. The childminder encourages children to be independent. For example, children wash their hands and put on their own boots. Children lift the ride-on cars by themselves out of the playhouse and scoot with joy up the path. They quickly put them away when they move onto the next activity.
- Partnerships with parents are positive. Parents feel happy with the support they receive from the childminder. They regularly receive updates about children's progress and ideas to support children further at home. Parents value the regular feedback and have opportunities to talk daily with the childminder. Parents are provided with information about healthy lunches.
- The childminder provides effective support for children with special educational needs and/or disabilities. She works effectively with parents and the relevant agencies to ensure children can make the best possible progress. She uses effective strategies daily to support children's needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding procedures. She can spot signs to identify where a child may be at risk of harm. She completes regular training to keep her knowledge up to date. Regular risk assessments are carried out to ensure children are kept safe on site. The childminder discusses keeping safe with children daily and on outings. She provides information for parents for keeping children safe on the internet. Sleeping children are checked on regularly and monitors are used. When on outings, she follows secure procedures for keeping children safe. She has an effective fire evacuation procedure in place.

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

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

- support children's problem-solving skills to help them further extend on their critical thinking and ideas.

## Setting details

<b>Unique reference number</b>	110918
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10263762
<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 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 1998. She lives in Midhurst in West Sussex. She operates Monday to Friday, from 8am to 4.30pm. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Elizabeth Austin

### 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 completed a learning walk together to discuss the childminders intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children 's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of the childminder during a small world play activity.

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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