

Childminder report

Inspection date: 17 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 this homely environment. They have good bonds with the caring and nurturing childminder. When children first start with the childminder, she offers flexible settling-in visits. This helps to give children the time to become familiar with the childminder and other children who attend. The childminder has conversations with parents about their child's home learning and routines, which she follows carefully to ensure continuity. Children feel safe in the childminder's care and show confidence when unfamiliar visitors are present.

Children play well alongside each other and behave well. The childminder places a strong emphasis on supporting children to understand and manage their emotions. She helps younger children to manage their emotions effectively, such as when they struggle to share or tidy away toys. Children are motivated to learn and show enjoyment while playing. They enjoy snuggling up together to listen to stories with the childminder. Children laugh together and have fun as the childminder reads out funny parts of the text. This helps to promote a love of reading.

Children explore the language of size and number. The childminder encourages children to compare which is 'bigger' and 'smaller' between objects. Children are encouraged to count objects, such as the trains, cars and blocks. They experience an abundance of outings in the local community, such as trips to local parks and playgroups, where they enjoy a wide range of experiences together. These help to support children's social skills and their understanding of the world around them.

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

- The childminder knows the children well. Overall, she plans an exciting curriculum based around children's interests and their next steps in learning. However, the curriculum is not always well sequenced. This means that, on occasion, some activities do not closely match children's stage of development as effectively as they could. During these times, children do not maintain focus and are not able to make the most of these learning opportunities.
- Children develop their fine motor skills. This is illustrated as children thread pasta and squeeze, pinch and roll dough. Children use mark-making tools and enjoy making marks on paper. When children struggle, the childminder models how to use the resources and encourages them to 'try again,' which children happily do and succeed.
- Overall, children's language and communication skills are progressing well. The childminder extends children's language. She introduces new vocabulary to children regularly when singing and reading books. For example, she introduces words such as 'pond,' and 'wand' when reading a book. However, on occasion, the childminder does not explain the meaning of this new language. This does

not give children the knowledge to be able to use new vocabulary in their play.

- Children's understanding of healthy lifestyles is supported well. They are physically active and play outdoors and exercise daily. For example, children enjoy regular walks to the local park and have many opportunities to learn about the wider world. At the childminder's house, children practise their pouring, digging and transferring skills, using a variety of sensory resources and activities. This further helps children to build coordination and control.
- The childminder helps children develop the skills they need to be prepared for the next stage of their education. She encourages children to develop their independence skills. The childminder recognises when support and praise are needed and when to give children time to have a go by themselves. Children take pride in these achievements, show confidence and are motivated to build on these skills.
- The childminder forms positive partnerships with parents. Parents speak highly of the childminder and value the updates that they receive. They feel that they have a very good idea of what their children are doing each day. Parents comment on the warm and loving environment that the childminder provides and the good progress their children are making.
- The childminder is reflective and puts children at the heart of what she does. She carefully considers the views of parents and children, such as through discussion and observation. The childminder networks with other local childminders to share good practice and ideas. She is aware of what works well and what does not for the current children and parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of local safeguarding concerns. She knows the signs to look out for that may indicate that a child is at risk of harm. The childminder understands the procedures to follow if she has a concern about a child's welfare or if an allegation is made against her or a household member. She completes regular training to keep her knowledge of safeguarding up to date. The childminder supervises children well. She ensures that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry. The childminder carries out risk assessments to identify and remove any potential hazards to children.

What does the setting need to do to improve?

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

- strengthen the sequencing of the curriculum to consistently deliver learning opportunities that are closely matched to children's stage of development
- increase opportunities for children to build on new vocabulary and further

develop confidence in their language skills.

Setting details

Unique reference number	EY462887
Local authority	West Sussex
Inspection number	10228824
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 January 2017

Information about this early years setting

The childminder registered in 2013. She lives in East Grinstead, West Sussex. The childminder cares for children on Monday to Friday, throughout the year, from 8am to 6pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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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