

Childminder report

Inspection date: 30 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 extremely confident and happy in the care of this warm and caring childminder. Babies settle quickly and leave their parents with a smile. The familiar routines help babies and children feel safe and secure. For example, they put away their shoes when they arrive. Children are excited to find their pictures and names on chair covers and to see which of their friends will be coming to join them. They go eagerly to watch for the daily aeroplanes that fly over the garden. Children match them to models and images on a screen, following their flight path. The childminder skilfully extends their learning further with counting and discussions about the countries that today's aeroplanes are coming from. Children use a book to find the countries on a map and compare the weather. They show exceptional motivation and concentration as they play.

Children enjoy the company of others and play extremely well together. They follow the childminder's consistent expectations of good behaviour. Even the youngest children sign and say 'please' and 'thank you'. Children help each other, share equipment and easily resolve any issues. For example, a child says 'You can have mine', when a baby's spoon goes missing. The children then hunt together to find more.

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

- The childminder gets to know children and their families very well from the start. She has a careful settling-in process where she learns about their routines, backgrounds, likes, dislikes and health needs. The childminder uses this information to plan for and enhance children's learning experiences so that they all make good progress. For example, she helps children learn to respect the differences between themselves and others as they discuss parents' work roles and the different languages used by some children at home.
- The childminder provides activities that are carefully matched to children's interests and learning needs. For example, toddlers have space to build using coloured blocks. They test their physical skills as they jump over them. When other children join in with toys cars, they build roads and count the blocks they use. They are happy to include the childminder in their play and respond well to her interventions to build on previous learning. The childminder follows children's lead well and supports them with consistent praise and encouragement. Children show high levels of engagement and perseverance in their play.
- Children develop good language and literacy skills. The childminder provides a wide range of books and fosters a love of reading from an early age. Babies and children are highly motivated to look at books independently and to listen to her stories. They learn new vocabulary and about rhyme as they join in with the

familiar words. However, the childminder does not consistently support babies' speech development, for example by narrating as they play or repeating clearly their attempts at words. She is sometimes distracted from them by the older children's conversation.

- The childminder gives children a good range of opportunities to develop their physical skills and to follow healthy lifestyles. For example, they learn to control their bodies by trying fun yoga poses for children. They strengthen their arms and fingers as they explore using large spoons to fill containers with rice. Children have daily fresh air and exercise on outings into the community or to local parks.
- Parents praise the childminder's devotion to her work and her professional care for the children. They feel that children's social skills are 'amazing' and older siblings were very well prepared for school. There is very good communication with parents. For example, the childminder sends comments and photos of children's activities each day. She gives regular progress reports, including a detailed check when children are two years old.
- The childminder keeps her skills and knowledge up to date. She searches for and completes training that is carefully linked to improving children's outcomes. For example, she recently updated her knowledge of food allergies and how to fully support children in her care. She meets regularly with other childminders to enable her to offer a wider range of experiences for children and to swap ideas for further learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She ensures she has up-to-date knowledge of child protection issues. The childminder knows how to report any concerns she may have about a child's welfare or an allegation against an adult. She supervises children carefully to minimise accidents. The childminder is trained in first aid so that she can deal quickly with a medical emergency. She is careful to meet children's allergy needs when preparing food. She ensures the premises are clean, well maintained and secure.

What does the setting need to do to improve?

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

- provide more consistent support for babies' emerging speech development.

Setting details

Unique reference number	EY259306
Local authority	West Sussex
Inspection number	10263199
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2003. She lives in North Lancing, West Sussex. The childminder works Monday to Friday, from 7.30am to 5.30pm, all year round. She has an appropriate level 3 qualification.

Information about this inspection

Inspector

Sue Suleyman

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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to some parents and children and took their views into account.
- The inspector observed the interactions between the childminder and children.
- 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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