

# Childminder report

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Inspection date: 10 February 2023

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

### **The provision is good**

Children have positive relationships with the childminder. They arrive at the childminder's home and are confident and comfortable to leave their parents. When children wake from their sleep, they cuddle the childminder affectionately until they are ready to play with their friends. Children eagerly join in with sensory activities, such as pasta play. They enjoy the hands-on experience and the stimulation of their senses, including touch and sound. For example, they drop the pasta into a metal colander listening to the sound it produces. Children learn and develop new skills through their play. For example, they improve their fine motor skills as they thread pasta onto the spaghetti.

The childminder is committed to supporting children to be confident and happy learners. She has high ambitions for all children and offers them a broad range of experiences across the curriculum. Children are celebrated as unique individuals. They are encouraged to share the traditions they celebrate within their families with the childminder and other children. As a result, children feel included and valued which helps to build their self-esteem. Younger children play co-operatively alongside their friends, and the childminder gently supports them to learn to share resources.

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

- The childminder works in partnership with parents and other early years settings that children attend. She does this by using written learning journals and encourages parents and other professionals to add to them. Parents speak positively of the childminder and comment on how much their children love attending.
- The childminder plans activities that she knows the children will enjoy. She identifies what she wants children to learn from each experience. During activities she interacts playfully with children. However, on occasion, she introduces children to new ideas too quickly. At times, this disrupts children's play and does not give children time to explore freely and develop their own ideas.
- The childminder is confident in her knowledge of the curriculum she offers to the children. She confidently identifies what she wants the children to learn while in her care. For instance, she aims for children to develop strong communication skills and a sense of confidence and independence. The childminder observes children's play and then uses her interactions to build upon what they are doing. For example, when children bang spoons on a table she begins singing a song with instructions to pause and stop. This helps to promote their listening skills and communication.
- The childminder knows the children that she cares for well. She has a good

understanding of their current levels of development and identifies what children need to learn next. However, at times, she plans activities that are too challenging for the younger children. For example, she provides children with a card-matching activity, but they do not fully grasp the concept.

- The childminder takes children on regular outings in the local community. For instance, she takes them to local parks and woodlands where children practise walking up and down steps to develop their physical ability. The childminder also attends a local children's dance group so that children learn about rhythm and have a chance to express themselves through movement.
- The childminder keeps her knowledge and skills up to date. For example, she engages with professional development opportunities to develop her skills and understanding of how children learn. In addition, the childminder has attended training on the benefits of providing children with opportunities to take risks in their play.
- The childminder ensures children have access to drinking water and regularly reminds them to keep hydrated. She promotes good hygiene measures by encouraging handwashing before meals.
- The childminder has high expectations for children's behaviour. She encourages children to be kind and caring towards each other. The childminder acts as a good role model to children. Children demonstrate a positive attitude to learning. For example, they use the toy kitchen situated inside the childminder's kitchen to pretend to cook different foods.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her safeguarding knowledge. She knows the signs and symptoms of abuse and where to report any concerns that she may have about the children she cares for. The childminder has a secure understanding of safeguarding issues, such as breast ironing and female genital mutilation. She records any injuries that children arrive with so she can identify any patterns or trends. The childminder teaches children how to keep safe on outings and helps to raise awareness of road safety. She helps children to learn about internet safety through the use of age appropriate stories.

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

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

- allow children more time to explore and develop ideas for themselves
- review the planning of activities to match the age and stage of development of all children.

## Setting details

<b>Unique reference number</b>	114576
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10276155
<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>	1 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 July 2017

## Information about this early years setting

The childminder registered in 1989. She lives in Hurstpierpoint, West Sussex. The childminder offers care from 7.30am to 6pm, Monday, Tuesday, Thursday and Friday, all year round.

## 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 setting.
- 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.
- Parents shared their views of the setting with the inspector.
- 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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