

Childminder report

Inspection date: 15 February 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 full of joy and excitement in the care of the dedicated childminder. They leave their parents with ease, as the childminder welcomes them and talks about the activities they will be doing. Children feel safe and secure. They seek out the childminder for cuddles and reassurance, as they sit on her lap playing games together. Babies are happy and settled, and they confidently explore their surroundings and cheerfully interact with the childminder.

Children play kindly and fairly with one another. Older children understand the different needs of babies and young children and frequently engage them in play opportunities. For example, children offer babies different animals to put in their toy tractor and they model how to push it along the floor. Children are building good friendships and developing social skills.

Children are provided with activities that follow their interests and motivate them to learn. For example, children are currently particularly interested in animals, and the childminder extends this learning by teaching them about hibernation. They find out more about animals, such as through visits to local wildlife attractions to build on this interest further. Children are engaging in meaningful learning experiences.

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

- The childminder supports communication development well. She provides babies with clear, single words which they proudly repeat and practice. The childminder offers plenty of praise to children, who smile with her and excitedly anticipate the next word that she teaches them. Very young children demonstrate highly positive attitudes to learning as they broaden their vocabulary and build important language skills.
- Children enjoy a range of books that are read to them with enthusiasm. They giggle with delight as the childminder engages them in the narrative for extended periods. Children also take pleasure in picking their own book and carefully looking at the pictures independently. Children are supported in developing a love of reading.
- Children are encouraged to use their imagination, as they play with dolls and toy animals. They dress the dolls carefully and place them in their buggies as they prepare to go out. The childminder supports children during their play as she counts the different items of clothing. Children repeat this and demonstrate good knowledge of mathematical concepts, for example simple counting.
- The childminder provides children with opportunities to taste new fruits and vegetables. For example, she shows children a passionfruit, and they cut it open to talk about what it looks like inside. However, she does not fully recognise how she can use these times to further develop children's understanding of the

importance of hand hygiene and how what they eat can help them to lead a healthy lifestyle.

- The childminder understands the importance of participating in regular training to enrich and develop her teaching skills. For example, she recently attended a course to build on her knowledge of how to arrange her childcare environment, to maximise children's learning opportunities. This dedication to professional development supports the childminder in raising expectations for all children.
- Parents share that the childminder works closely with parents and other caregivers. For instance, she provides them with a communication book, which goes with the child when they attend other early years settings. The childminder does this to ensure that all those who are involved in children's care can work together to promote the very best outcomes. Partnerships are strong.
- Children are supported in building their independence and risk management skills. For example, when children climb, the childminder watches closely and reminds them to be careful, but provides them with opportunities to learn how to get down by themselves. Through this, children are learning about their own abilities and how to keep themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements a robust safeguarding policy. She regularly reviews this and shares it with parents. The childminder understands the importance of undertaking risk assessments for the outings she takes children on. She understands the procedure she must follow, should she ever have a concern that a child in her care may have become victim to abuse. Furthermore, she accesses regular training to keep her skills and knowledge up to date. For example, she engages in training to enhance her knowledge about topics including gender-based violence and radicalisation.

What does the setting need to do to improve?

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

- strengthen opportunities to teach children the knowledge and skills they need to understand how to lead a healthy lifestyle.

Setting details

Unique reference number	EY420360
Local authority	West Sussex
Inspection number	10276517
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 12
Total number of places	6
Number of children on roll	17
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 2010. She lives in Worthing, in West Sussex. She holds a relevant level 3 childcare qualification. The childminder provides care for children between 7.30am and 6pm, each weekday, throughout the year. She also accepts funding for the free provision of education for children aged three and four years old.

Information about this inspection

Inspector

Nicola Houston

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 inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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