

# Childminder report

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Inspection date: 8 March 2023

<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 are warmly welcomed as they excitedly arrive at the childminder's home. They put away their coats and shoes with confidence and cheerily greet their friends. Older children initiate games and play kindly with younger children before they get ready for the walk to school. Children are supported in feeling safe and secure. Those who feel shy receive lots of cuddles and smiles from the childminder and the co-childminder. Children are supported to select an activity as they settle in and begin their day.

Children enjoy imaginative games together. They have access to a wealth of different resources that follow their interests. For example, children play on a large farm mat and talk about the different animals they might find there. Children talk to one another about their own personal experiences of visits to the farm. The childminder extends this by discussing recent trips, and children enjoy looking at a range of photos of themselves on the wall. The childminder reminds children to listen kindly and take turns speaking during their discussions. Children are developing good conversational skills.

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

- The childminder has ambitious intentions for her curriculum. She aims to provide a broad range of learning experiences and has high expectations for all children, especially those with special educational needs and/or disabilities. The childminder promotes children's learning by working closely with other providers and professionals involved with their care. For instance, she makes regular contact with other settings that children attend, to build strong relationships. Through this, children are supported in achieving the best outcomes.
- The childminder takes children on a range of outings in the local community. She ensures that they have plenty of opportunities to run, jump and climb at local soft-play centres and parks. The childminder also takes children to the nearby local fields where they practise ball skills and have 'sports days'. Children are supported in building physical skills.
- Young children thoroughly enjoy building games with the childminder. She becomes fully involved with the children as they laugh and construct towers together. However, the childminder does not always build on children's learning, such as when they show interest in counting the blocks or recognise different shapes. This does not fully promote children's learning about early mathematics.
- Children's personal care is not always managed as sensitively as possible. At times, when the childminder wipes children's noses and changes their nappies, she does not foster conversation or interaction with children. Children's emotional security is not consistently supported during personal care routines.
- Children demonstrate highly positive attitudes to learning as they enjoy playing

in a cornflour and water mixture. The childminder supports young children as they explore. She explains that the mixture is called 'oobleck' and adds a range of different words, such as 'gloopy' and 'sticky'. Children become thoroughly absorbed in the activity and explore with coloured pens and glitter as they participate in the activity with delight.

- The childminder has high expectations for children's behaviour. She consistently reminds all children to share and take turns. Children often remember to say 'please' and 'thank you' when the childminder offers them biscuits and fruit at snack time. This supports children to develop good levels of respect for one another.
- Parents say that they are very happy with the communication they receive from the childminder. They describe how they often receive feedback about their child's day when they collect them. Parents told the inspector that they enjoy the many photos they receive of their children, especially when they have been on trips out. Partnerships with parents are strong.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding policy, which she regularly reviews and updates. This details the process she will follow should she be concerned that a child in her care has become victim to abuse. The childminder understands the importance of frequently engaging in training to keep her knowledge relevant and up to date. The childminder knows her responsibility to ensure that those living in her home have had their suitability checked. The childminder has a clear understanding of the action she must take if she ever has a concern about an adult working with children.

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

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

- improve the provision for children's understanding of mathematical concepts during activities
- review how children's personal care routines are managed, to further promote their emotional security.

## Setting details

<b>Unique reference number</b>	EY244248
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10281928
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	8 October 2019

## Information about this early years setting

The childminder registered in 2003 and lives near Worthing, West Sussex. She operates all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children. She has a childcare qualification at level 3. The childminder works alongside another registered childminder.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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