

Childminder report

Inspection date: 12 July 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

The childminder has a gentle, friendly and calm manner. She currently cares for babies and toddlers. They form close relationships with the childminder and enjoy her company. Children feel relaxed and happy in her welcoming home. The childminder knows them well and responds instinctively to their needs. She consistently supports children's emotional and physical well-being. They settle quickly and readily explore play and learning.

The experienced childminder has a strong understanding of child development. She provides a good range of activities that match children's interests and learning needs. They benefit greatly from her focus on learning outdoors. For example, children improve their physical control as they run, climb and kick footballs in the garden. They go eagerly to see how tall their sunflowers have grown, watch a snail move and learn how to care for nature. Children strengthen their fingers as they dig with small tools. They are motivated and fully engaged. All children have an active and exciting day and make good progress.

Children follow the childminder's instructions and simple routines. They understand her expectations. The childminder role models kind, respectful behaviour. She gives gentle reminders, such as to use 'kind hands'. Children play well together.

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

- The childminder is keen for children to manage their own self-care needs from an early age. For example, she provides coloured spill proof cups so that toddlers can find their own water. They learn to feed themselves and use flannels to wash their faces. Children become gradually more independent.
- The childminder supports children's communication very effectively. She speaks clearly and narrates play. The childminder uses spontaneous singing to encourage children to hear sounds and learn new vocabulary. For example, they join in an action song about rabbits. They learn the word 'twitch' and they twitch their noses. Children listen carefully and develop good language skills.
- The childminder supports children's love of books. Even the youngest children look at books independently. They snuggle up to the childminder to hear her expressive story reading. Children take turns lifting flaps and answer questions about the pictures. They hear a broad range of new words and begin to understand how reading and stories work.
- Children are curious learners. They eagerly investigate the inviting toys and resources and organise their own play. They readily include the childminder in their play. However, she does not consistently build on children's interests during activities to fully extend learning. As a result, children do not learn as much as they can.

- The childminder provides healthy snacks and meals, including fruit that children help to peel. She talks to the children about food that is good for them and helps them grow food, such as tomatoes. Children learn about the importance of toothbrushing. They know they need suncream and hats to stay safe in the sun. Children are beginning to learn how to keep themselves healthy.
- The childminder shows dedication to the families and children in her care. She thinks about her provision and how she can improve this further. For example, she is making changes to the garden to allow easier access to the parkland next door. This will provide new opportunities for children's outdoor play and learning.
- The childminder is keen to keep her skills and knowledge up to date. She takes advice from the local authority and a childminding agency. The childminder takes up training opportunities. For example, she is currently following a training course that shows her how to use nature and outdoor experiences to support children's learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from risk of harm. She knows the signs that may show a child needs help, and the relevant agencies to contact for advice or to make a referral. The childminder completes regular training to update her knowledge and understanding of safeguarding and first aid. She keeps records of accidents and shares these with parents. The childminder helps children begin to manage their own safety. For example, they learn to negotiate small steps in the garden. The childminder's home is 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:

- strengthen teaching skills to help ensure children's interests and play are followed up or extended when needed, to fully support children's learning and development.

Setting details

Unique reference number	EY430801
Local authority	West Sussex
Inspection number	10289490
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	5
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2011. She lives in Barnham, West Sussex. The childminder operates all year round, Monday to Friday from 8am to 6pm. She holds a suitable early years qualification at level 3.

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 her and has taken that into account in her evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to some parents, read feedback from others and took their views into account.

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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