

Childminder report

Inspection date: 27 February 2024

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 confident and happy in the home of the childminder and her assistant. They are given reassurance when needed, such as when there is a visitor to the home. The childminder and her assistant set high expectations for children's behaviour. Children have a good understanding of their boundaries, such as sitting calmly and waiting patiently for a snack. They say 'please' and 'thank you', and they learn to share toys with each other.

Children are curious and enthusiastic learners. They discuss why a fox visits the garden and notice that a bird has flown 'higher and higher up in the tree. Look, see!' Children learn that a ticket office can provide you with a ticket to go on a train. Younger children independently build a toy train track. They beam with pride and clap their hands when the childminder praises them for not giving up.

The childminder carefully tracks children's progress, and she shares this information with parents. The childminder works closely with parents, who are welcome to spend time in the setting. Children benefit from this as it helps them to feel safe and secure. The childminder and her assistant give reassurance and help to parents and loving care to children.

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

- The childminder works with her assistant very well. She supports him in his role to help plan a broad and balanced curriculum. The childminder organises professional development opportunities for herself and her assistant. As a result, her assistant fully understands the importance of caring for children and helping them to learn.
- Children are taught about the foods that help maintain a healthy body and healthy teeth. They are provided with a varied and healthy home-cooked diet. The childminder and her assistant also help children to develop the skills to follow healthy lifestyles. This includes the importance of regular handwashing. However, there are times when good hand hygiene is not consistently imbedded in the children's routine. As a result, children receive mixed messages about the importance of practising good hand hygiene.
- A real strength of the provision is the daily outings that the childminder and her assistant plan outside of the home. Children enjoy visiting the local beach, libraries, airport and fire-station. The childminder considers how and where to provide different memorable and enjoyable experiences for children. Parents comment that their children are lucky to learn about the wider community in such an engaging way. They appreciate the photos and daily communication about children's learning and development.
- The childminder and her assistant plan activities around the learning needs of

individual children. Children engage in activities that draw on their interests. For example, young children develop their small hand muscles as they manipulate dough with a rolling pin and between their fingers. Older children learn to persevere when using scissors to cut the dough. They identify shapes and colours and use their imagination to make 'sausages to eat' for a visitor to the home.

- Children benefit from the stories that are frequently read to them. They are encouraged to join in with familiar rhymes and songs to support their language development. However, the childminder and her assistant do not always use their skills to support individual children to pronounce words correctly. This means that some children do not always hear or use the correct vocabulary.
- Children play, eat and sleep in an environment that is safe and secure. They have a good understanding of how to keep themselves safe. For example, they know that they are expected to sit down when they are eating and drinking to help prevent choking. The childminder and her assistant know the procedures to take if they have concerns about a child's welfare or an allegation is made against them. They check equipment and premises daily to help minimise the risk of accidents.
- The childminder and her assistant offer a flexible and inclusive service, which helps to ensure that all children, including those with special educational needs and/or disabilities, make good progress in their learning. The childminder works closely with parents and other professionals, such as speech and language therapists. This additional support enables children to receive appropriate help at the right time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further the support for children to understand the importance of following good hygiene routines
- strengthen the support for children to correctly pronounce words to more fully extend their developing language skills.

Setting details

Unique reference number	114989
Local authority	West Sussex
Inspection number	10311928
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 3
Total number of places	7
Number of children on roll	7
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 1993 and lives in Worthing, West Sussex. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children. The childminder has a relevant qualification at level 4. She works with an assistant.

Information about this inspection

Inspector

Tina Lambert

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 childminder.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- Parents shared their views with the inspector.
- The inspector observed the childminder and her assistant with the children throughout the day.
- The childminder, her assistant and the inspector held discussions at appropriate moments during the inspection.

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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