

Childminder report

Inspection date: 19 February 2025

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 happy and settled. They arrive with excited smiles, ready to begin their day. The childminder, who also works with two other childminders, greets children warmly to this welcoming, home-from-home setting. Babies find comfort and reassurance as they cuddle up with the childminder. They joyfully play games together. Babies giggle with enjoyment in the ball pit as the childminder introduces new words such as ball and roll. Children feel safe and secure.

The childminder has high expectations for children's behaviour. She promotes this positively and reminds children to be aware of others. Furthermore, the childminder thanks children for their kindness when they share and take turns, for example. This promotes children's understanding of how to treat each other respectfully.

Children enjoy a varied curriculum that increases their knowledge. For example, the childminder plans focused activities to develop children's understanding of shapes and colours. Children enjoy creative sorting and matching activities. The childminder also takes children on exciting number walks out in the local community. Children are supported to develop an early understanding of mathematical concepts and language.

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

- The childminder increases babies' early communication development. She interacts closely with them to ensure they can see and hear her clearly. The childminder uses mealtimes to increase babies' use of gestures as she talks to them about their needs. Babies' language skills are effectively promoted.
- The childminder has a clear knowledge of how to use assessment well. She plans activities to create exciting learning experiences for children. However, the childminder does not consistently gain information from parents to understand what children's starting points are. This means that, at times, the childminder is not fully aware of what children already know and can do to plan effectively for their future learning.
- Overall, most areas of the childminder's curriculum are implemented well. For example, children become highly engaged in activities that teach them about numbers. The childminder regularly counts with children and talks to them about the different numbers they can see around them. However, the literacy curriculum is not embedded as consistently. For example, at times, children do not regularly have access to books. Furthermore, they do not receive frequent opportunities to look at them with adults throughout the day. This means that children's love of reading is not consistently promoted as intended.
- Children enjoy exploring in the exciting garden. The childminder provides balancing equipment and push-along cars to encourage children's physical

movement. Furthermore, children develop control as they scoop coloured rice with large spoons and ladles. The childminder supports children and engages imaginatively with them as they explore in the outside kitchen. Children are excited and motivated in their play.

- The childminder increases children's understanding of feelings and emotions. When she recognises a child is feeling unsettled, the childminder provides reassuring cuddles and conversation. She talks to them about different colours and uses props to support children in representing how they feel. Children receive effective support to increase their ability to articulate their emotions.
- The childminder completes babies' personal hygiene routines with care and respect. She sensitively talks to them as she changes their nappies. The childminder sings to babies and explains what she is doing. They giggle and babble in response as they interact with the childminder. Babies' emotional security is supported well.
- The childminder plans exciting outings. For example, she takes children to the local beach and different parks. She plans these outings to encourage children to explore and to teach them about the environment. The childminder also intends to use these opportunities to teach children about road safety. Children receive experiences that enhance their awareness of their local area and how to keep themselves safe.

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:

- gather further information from parents about children's prior knowledge and skills to inform effective planning for children's future learning
- increase opportunities for children to access and enjoy books to further promote their love of reading.

Setting details

Unique reference number	114677
Local authority	West Sussex
Inspection number	10380897
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	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 June 2019

Information about this early years setting

The childminder registered in 1998 and lives in Littlehampton, West Sussex. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides government funded early education for children aged from nine months to four years. She also works with two other registered childminders. The childminder has an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder spoke to the inspector about their early years curriculum.
- The inspector observed interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of 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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