

Childminder report

Inspection date: 4 September 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 happy and settled. They engage quickly in activities and inquisitively explore the childminder's home-from-home setting. Children build close relationships with the childminder. They demonstrate that they feel cared for and safe. The childminder frequently encourages conversations. Children talk to her about their families and pets. The childminder builds on children's communication skills further. They talk together about past experiences, such as going on the bus and visiting parks.

The childminder has clear expectations for children's behaviour. She provides them with positive messages about rules and how to follow instructions. Children understand simple expectations, such as taking off their shoes and using 'kind hands'. Children behave well and demonstrate respect for the childminder and her home.

Children enjoy activities that are created to support children's individual learning needs. For example, the childminder prepares resources such as play dough and coloured sticks. She provides cards with dinosaur pictures to inspire children's imagination. Children excitedly construct their own creations. They use tools that strengthen the small muscles in their hands, ready for early writing. This promotes the development of important physical skills.

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

- Children demonstrate highly positive attitudes to learning. This is because the childminder knows how to support children's individual needs. The childminder encourages children to think for themselves. For example, when toy animals fall over, she allows children to make predictions about what is happening. They try hard and move the animals to a different surface. Children are engaged and motivated during their play.
- The childminder introduces children to a rich range of texts from a young age. She takes children on trips to the local library, where they borrow a variety of books. The childminder works with parents to increase children's love of reading at home. Children's early literacy skills are promoted well.
- Children engage freely in activities and play. The childminder promotes children's knowledge and broadens their vocabulary. For example, she provides children with words such as 'llama' and 'hyena' when they play with toy animals. This supports children to build good language skills.
- The childminder creates a curriculum that includes meaningful learning experiences for individual children. She uses effective assessment and links children's knowledge and interests. This enables her to provide activities that build on what children know and can do. Occasionally, her implementation of the

mathematics curriculum is less strong. For example, at times, the childminder does not extend children's knowledge of mathematical concepts during play.

- The childminder teaches children about the importance of being healthy. She implements activities that provide them with information about oral hygiene. The childminder also supports families in understanding the importance of a balanced diet. This provides children with some key knowledge that supports them to lead a healthy lifestyle.
- The care practices in place are embedded and effective. For example, children learn about personal hygiene and know to wash their hands before eating. They build independence in doing this task, with the childminder close by for support. Children's personal development is supported well.
- Parents are actively involved in children's learning and development. The childminder gives them information about children's progress. She also provides parents with examples of how to extend learning at home. Parents explain that children's learning is increased through the varied trips that the childminder plans. Parent partnerships are strong.
- The childminder collaborates with health professionals that are involved in children's care. She receives advice from speech and language therapists. This supports her to ensure children have the best possible outcomes. The childminder also shares progress information with early years settings that children attend. Through this, children benefit from a shared approach to their learning.
- Well-being is paramount to the childminder's practice. She engages in training that increases her understanding of implementing techniques that support mindfulness. This enables the childminder to build on children's ability to self-regulate and enhance their emotional security.

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:

- build on learning opportunities to further extend children's knowledge of mathematics.

Setting details

Unique reference number	155515
Local authority	West Sussex
Inspection number	10359778
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2001. She lives in Worthing, West Sussex. The childminder has a relevant qualification at level 5 and provides care for children between 8am and 6pm on Wednesdays, all year round.

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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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