

Childminder report

Inspection date: 22 October 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 thoroughly enjoy their time in the childminder's home. The childminder has created a stimulating environment and an exciting learning programme which provides a broad and balanced curriculum. Children receive a good start to their education. The childminder has high aspirations for children's behaviour. She is an excellent role model for children. Her calm and loving demeanor positively impacts how children respond to each other. Children build strong friendships with each other. They are kind and nurture their friends. Children demonstrate their turn-taking skills as they say, 'Would you like to play with this? It's your turn'. Children enjoy the strong and meaningful relationship they have with the childminder. They delight when she challenges them and joins in their play. For example, children eagerly shout out the house numbers while walking down the street.

The childminder skilfully further develops children's emerging vocabulary. She weaves in questions to help extend children's language when they are on a nature walk to feed the ducks. Children are very articulate for their age of development. They enthusiastically engage in conversations with the childminder as she joins them in a hunt for colourful autumn leaves. Children learn words, such as 'spiky' and 'rough'. They use these new words independently to later on describe the texture of a tree and a leaf.

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

- The childminder demonstrates a good understanding of child development. She gathers important information from parents about their children's current interests. This helps the childminder to plan a wide range of learning experiences based on children's existing knowledge. The childminder has a sound awareness of how to provide support for children with special educational needs and/or disabilities. She uses observation and assessment and knows how to work with parents to access additional help if needed.
- The childminder plans and discusses a range of exciting activities with children. This helps children to anticipate what is happening next and build on their excitement. Children are keen to engage in a painting activity. They learn that by mixing the colours of red and yellow they can create the colour orange. Children are keen to explore and further experiment independently. However, on occasion, the childminder stops children's play as she is keen to quickly move on to the next activity. As a result, at times children do not fully benefit from the chance to further explore and extend their independent learning. Despite this, generally, children have a high level of engagement and enjoyment.
- The childminder is vigilant in her supervision of children. She teaches children basic road safety techniques. Children develop a firm understanding of how to keep themselves safe when walking alongside a busy road. Children hold hands

and look both ways when crossing the road. They know that they must use their ears when listening for cars and wait for further instructions from the childminder. Children immediately stop what they are doing when the childminder asks them to, such as when running outside. This demonstrates that children understand that it is important to listen to help keep themselves safe.

- The childminder is committed to providing a high-quality provision for families. She takes part in regular training which positively impacts the children she cares for. For example, the childminder has completed a counselling course so that she can fully understand and provide more targeted support for families that may need it. She ensures that she updates her knowledge. The childminder regularly sends out important information to parents that she has received from the local authority.
- The childminder plans her curriculum to help children develop a good understanding about healthy lifestyles. She engages children in discussions about fruits and vegetables at snack and lunchtime. Children enthusiastically talk about 'yummy blueberries' and they try new fruits, such as watermelon. The childminder uses times such as this to help give children more depth in their learning about what foods are important to their bodies. The childminder provides children with daily opportunities to be outside in the fresh air. Their physical development is very well supported as they climb on play equipment in the park and balance on tree stumps in the woods.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which 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:

- strengthen support for children to continue their independent engagement during adult-led activities, to enhance their enjoyment and learning further.

Setting details

Unique reference number	EY235146
Local authority	West Sussex
Inspection number	10367126
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	2 to 9
Total number of places	3
Number of children on roll	7
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2003. She lives in Horsham, West Sussex. She works Monday, Tuesday and Thursday from 8am to 5.45 pm all year round. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The inspector discussed the intent of the childminder's curriculum during a learning walk.
- The inspector joined the childminder and children on an outing to feed the ducks.
- Interactions between the childminder and the children were observed by the inspector.
- The inspector spoke to the children throughout the inspection.
- The inspector gathered the views of parents.
- The inspector held discussions with the childminder to assess her knowledge of safeguarding and welfare requirements.
- Relevant documents were viewed by the inspector.

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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