

Childminder report

Inspection date: 20 November 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 form strong bonds and secure attachments with the warm and caring childminder. Younger children display an impressive level of confidence, demonstrating that they feel safe and secure. The childminder offers the close comfort and reassurance children need to help them settle quickly and be ready to explore and learn.

Children behave well and develop a positive attitude to learning. They show high levels of concentration and enjoyment during the day. The childminder supports children to learn to share and take turns at an early age by role modelling and using age-appropriate language. This supports children to develop their sharing and social interaction skills well.

The childminder plans enriching trips in the local community, including to the local park and playgroups. Furthermore, children enjoy regular woodland walks and learn about seasonal changes and the natural world. This supports children to develop an understanding of the world around them.

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

- The childminder has developed a rich and balanced curriculum that is based on children's interests. She demonstrates a good knowledge of where each child is developmentally and what interests them. She skilfully plans children's next steps in learning based on what they already know and precisely identifies what they need to learn next.
- The childminder supports children's communication and language skills well. For example, young children repeat familiar words in response to the childminder's warm interactions. Children enjoy a range of stories to support their language development, including stories with props, such as 'Stick Man'. This encourages children to develop their vocabulary and promotes a love of reading.
- The childminder provides meaningful activities for children to explore sensory activities and develop their fine and gross motor skills. For example, babies enjoy 'lift the flap' stories and persevere with a posting game. They have plenty of space to pull themselves up and practise their walking skills. Older children focus intently on puzzles and use equipment at the park to further develop their balance and coordination.
- The childminder supports children to develop independence and a healthy lifestyle. For example, she reminds children, 'We need to blow your nose,' and encourages children to use their spoon independently at mealtimes. Furthermore, she encourages children to access drinking water regularly during the day.
- The childminder provides children with good opportunities to learn basic

mathematical concepts, helping them to develop the skills they will need for future learning. For example, she counts using her fingers and introduces mathematical language, such as 'huge', when discussing size.

- The childminder provides well-timed and sensitive interactions to extend children's learning. For example, she uses scarves to play peekaboo with babies to stimulate their senses and their urge to communicate. She intuitively reads their body language, repeating this activity as the babies smile and giggle with delight.
- The childminder develops strong partnerships with parents. She finds out from parents about children's routines, interests and abilities before they start. The childminder shares information with parents about their child's learning and daily experiences, both verbally and through online media. However, she does not have secure arrangements to share information with settings that children move on to. This does not support children's smooth transitions as they move on in their education.
- The childminder evaluates her provision. She attends regular training and keeps herself up to date with changes in the early years. For example, recent research and training has developed her knowledge of the early years curriculum, which has helped her to improve children's communication skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open 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:

- strengthen arrangements to communicate with staff at other settings that children attend to promote continuity in care and teaching.

Setting details

Unique reference number	EY248131
Local authority	West Sussex
Inspection number	10368074
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	0
Number of children on roll	5
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 2002. She lives in Burgess Hill, West Sussex. The childminder offers her service from 8am to 5pm, Monday to Thursday, all year around, except for bank holidays and family holidays. She has an appropriate home-based early years qualification at level 3.

Information about this inspection

Inspector

Rachel Martini

Inspection activities

- The childminder spoke to the inspector about the children's learning and development, and how she organises her provision.
- The inspector and the childminder carried out a joint observation and discussion of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- The inspector spoke to parents and listened to their views of the childminder.

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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