

Childminder report

Inspection date: 5 March 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

The childminder is committed to providing high standards of care and education for children. She has an ambitious vision for children through effective communication with parents and continual reflection. The childminder provides a challenging and exciting curriculum which covers all areas of learning. Children demonstrate that they feel safe and secure and are happy. For example, young children and babies pretend to 'row a boat' and invite their friend to join them in a large container. They squeal with delight as the childminder tickles them with a toy crocodile.

Children benefit from clear expectations for behaviour. Consequently, they behave very well. The childminder is an excellent role model. She is warm and kind which children react positively to, and this impacts the way they treat each other and the resources. The childminder helps children to be prepared for the next stage in their learning, such as pre-school or school. She teaches independence skills by offering gentle encouragement to the children so that they keep on trying. The childminder skilfully weaves educational activities into children's play. She gathers important information from parents which helps provide a starting point. This helps the childminder identify what children may need to learn next and provide activities that motivate and stimulate them to learn.

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

- The childminder continuously strives to improve her knowledge. She regularly updates her skills and identifies the training she needs. For example, the childminder has attended specialist training to support children with special educational needs and/or disabilities. This has had a positive impact on all the children. The childminder has the expertise to enable her to support children's individual needs exceptionally well.
- The childminder is consistent in praising children as they play, which effectively builds on their self-esteem. She adopts a calm and gentle approach with the children, providing plenty of emotional support. She offers comfort and reassurance through hugs when children become upset. The childminder knows children's individual characters extremely well. She intuitively recognises and responds when children are becoming fractious because they are tired or hungry. This helps children to feel safe and be confident in her care.
- The childminder uses a variety of books to support children's literacy, language and imagination. Children are highly enthusiastic about stories and are keen to climb onto the childminder's knee to get a good position to see the pages and point out the characters. The childminder uses expression and intonation as she reads. This captures children's interest, helps to bring stories alive and foster a love of books in all the children.
- Overall, children's communication and language development are well promoted

throughout the day. Children engage in back-and-forth conversations with the childminder who provides a narrative as they play. However, there are occasions where older, confident children demand the childminder's attention and younger, often quieter children, do not receive the same opportunity to practise their language skills and contribute their own thoughts and opinions.

- The childminder builds strong relationships with parents. She communicates information about children's activities and care regularly through daily discussions and through a digital learning journal. Photographs are shared which demonstrates children's enjoyment and achievements throughout the day. The childminder provides detailed updates on the children's development. She seeks out information from the parents about children's existing knowledge and current capabilities. The childminder supports parents to access additional services to ensure that all children make progress in their learning. Parents provide extremely positive feedback about the childminder's provision.
- The childminder takes children on a variety of outings to enrich their experiences. Children visit a local nature reserve, library and garden centres. They meet with other childminders and mix with larger groups of children. This helps to build on the children's social skills and develops their knowledge of the local community. Children grow and harvest fruits and vegetables from the childminder's allotment. The childminder uses these activities, to have discussions about the importance of diet in a healthy lifestyle.

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:

- strengthen interactions so that children, particularly less confident children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY269535
Local authority	West Sussex
Inspection number	10388305
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 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	5 July 2019

Information about this early years setting

The childminder registered in 2003. She lives in Burgess Hill, West Sussex. The childminder offers her service all year around, from 8.00 am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides government funded early education places for children aged from nine months to four years. She has an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector sampled a range 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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