

Childminder report

Inspection date: 18 June 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

The childminder creates a welcoming environment in which children settle well. She is caring and affectionate and nurtures children in her home-from-home environment. This helps children to feel happy and safe. The childminder's interactions are calm and consistent. She sets clear boundaries and has high expectations for children's behaviour. Children follow the example that the childminder sets. They are calm, kind and respectful, and they listen well to what is being asked of them. The childminder knows the children well, often caring for their older siblings. She gathers important information from parents before children start and uses this information to plan activities based on children's existing knowledge.

The childminder supports children well to be curious learners. She asks questions and provides a range of stimulating activities based on children's current interests. This ensures that children are engaged and motivated to learn. The childminder provides a narrative as children play. She creates a language-rich environment that is filled with stories, singing and discussion. Young children gain new vocabulary rapidly and learn new words, such as 'sprinkle' and 'splash'. The childminder gives children a range of outside learning experiences, such as visiting other children in local playgroups. This helps children to learn important socialisation skills. For example, children learn to wait their turn to share a toy.

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

- The childminder observes children closely. She makes effective use of assessments to help her plan a range of stimulating activities. The childminder works closely with parents to support children in a variety of ways, such as creating ways to introduce new foods at dinner time. Parents mention that they are thrilled with the high level of care and education that the childminder provides.
- Children learn the importance of healthy lifestyles. They have opportunities for daily outside play and for local outings. The childminder talks to children about oral health and uses children's favourite characters from stories to support this. Children know that they must wash their hands before they eat. They enjoy a home-cooked nutritious meal that the childminder provides. Children learn that fruit and vegetables are healthier than sugary foods.
- The childminder brings the knowledge she has gained over many years of childminding to provide a well-thought-out curriculum. Young children learn concepts such as 'heavy' and 'full' as they scoop rice into containers. They develop their understanding of what 'more' means and squeal with delight as they repeatedly revisit an activity that interests them.
- Children benefit from interactions that maximise their learning. For example, the

childminder asks children about the sounds animals make. Children excitedly demonstrate how a lion roars. However, there are times when the childminder asks a question and does not give children enough time to respond. Consequently, children do not always have enough time to process what is being asked of them.

- The childminder supports children's creativity and imagination well. Children have access to a range of writing and drawing materials, such as pens and markers. However, sometimes, the childminder's expectations for younger children are too high. As a result, at times, she sets next steps for their learning that they are not yet ready for, such as holding a pen correctly. Despite this, overall all children make good progress and are ready for the next stage in their learning.
- The childminder's strong practice in keeping children safe helps ensure that they are safe in her home and when on trips and outings. She always vigilantly supervises children. For example, she teaches children how to use the slide safely before they use the slide on their own. This allows children to develop and manage their own risks during play. As a result, children become aware of their own capabilities and build up their physical skills and confidence.
- The childminder reflects effectively on what she provides for children. She actively seeks out feedback from parents, which enables her to assess her provision. The childminder strives for continuous improvement and implements changes if needed to give positive outcomes for children.

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:

- enhance support for children to process their thoughts and answer questions during conversations
- strengthen assessments of children to match the next steps for their learning more closely to their age and stage of development.

Setting details

Unique reference number	EY313602
Local authority	West Sussex
Inspection number	10350900
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 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 2005. She lives in Shoreham-by-Sea, West Sussex. The childminder has a relevant childcare qualification at level 3. She operates during term time, from 7.30am to 6.30pm, Tuesday to Thursday. The childminder offers flexible care during the school holidays.

Information about this inspection

Inspector

Tina Lambert

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 discussed the suitability of the premises with the inspector.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents.

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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