

Childminder report

Inspection date: 17 July 2024

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy spending time at the childminder's home. The childminder creates a homely environment for children to relax and spend time together playing games. Children have opportunities to make decisions about their play as they join in games such as bingo. They develop their social skills as they learn about rules and taking turns.

The childminder is very intuitive and understands children's cues, such as when children need to let off steam. For example, she ensures children develop their physical skills outside in the fresh air as they climb on the climbing frame at the local playground, or learn to throw and catch balls with the childminder at the setting.

The childminder fosters the children's independence and reinforces the idea of being responsible for themselves. Children are encouraged to carry their own bags and tidy up after themselves, and attend to their own needs at the childminder's setting. Older children are supported to become responsible individuals, who carry out age-appropriate tasks to prepare them for their next stage of learning.

The childminder teaches children how to be respectful of her pet dog, cat and tortoise. They understand why they must be calm and gentle with the animals and learn how to care for them.

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

- The childminder greets children from school enthusiastically with a smile and asks about their day. Children excitedly share what they have done and show the childminder their creations they have made. The positive praise from the childminder builds on children's self-esteem as they take pride in sharing their achievements.
- Children benefit from a child-led environment, where their needs and interests are used to help plan fun and exciting activities. Children understand about the world around them, for example the childminder explains the role of the ball boys and girls at Wimbledon when playing ball games with children.
- The childminder is a good role model and has high expectations for children's good behaviour. She leads by example, teaching children how to have care and respect towards others. For example, she shows great interest in what children have to say, listening politely and responding enthusiastically. Children develop well into polite, confident and considerate young people.
- Well-balanced and nutritious home-cooked meals are provided by the childminder daily. Children take part in social mealtimes, which are supported

effectively by the childminder. They are encouraged to try new foods alongside foods they are familiar with. This helps children to eat healthily and try a variety of new foods.

- Partnerships with parents are well established and strong. The childminder ensures an effective daily handover, which includes information passed on from the school. This helps children move from their school day to the setting and then home seamlessly. Parents value the childminder's support and advice, they feel reassured that their children are safe, happy and developing well under the care of the childminder.
- The childminder demonstrates good knowledge of how to keep children safe. She understands her role and responsibility to identify and report concerns about children, to promote their welfare. The childminder completes regular safeguarding training, and is familiar with wider safeguarding concerns. She knows the procedures to follow should she have any concerns about a child, or if an allegation is made.
- The childminder reflects on the provision and makes use of her close childminding network to discuss the good practice she provides. She makes the most of opportunities to hold professional discussions with a wider network to broaden her knowledge, gain new ideas and strategies to use, or share her expertise with others.
- Effective risk assessments and daily checks help keep children safe. The childminder checks areas that children use and minimises any risks identified. She helps children to learn how to keep themselves safe. For instance, the childminder talks to children about why it is important to not leave her view and how to cross roads safely when walking home from school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY340729
Local authority	West Sussex
Inspection number	10350933
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	5 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in Horsham, West Sussex. The childminder offers before- and after-school care for children during term time and occasional holiday care. She provides care Monday to Wednesday from 7.15am until 9am and, 3.15pm until 5.30pm.

Information about this inspection

Inspector

Shona Allerton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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