

Childminder report

Inspection date: 10 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 settle quickly and get involved in games and activities. The childminder engages in children's play as they excitedly explore toy animals together. Children feel safe and secure. They cuddle with the childminder and have discussions as they look at a factual animal book. Children show that they are comfortable in the childminder's home. They confidently get out their favourite toys and ask the childminder to play with them.

The childminder encourages children to understand how to be kind to each other. She provides children with consistent and clear guidance to help them manage disagreements. For example, when two children want the same toy, the childminder encourages them to consider how to resolve the situation. This supports children to think about how their actions make others feel. Children develop good levels of respect for those around them.

Children engage in enriching activities and experiences. The childminder arranges interesting nature walks to teach them about the natural environment. Children joyfully recall this learning and demonstrate their knowledge during conversations. For example, children talk about the woodpeckers they have heard and the oak trees they have seen on their outings. Children gain meaningful information from these well-planned experiences.

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

- The childminder consistently increases children's vocabulary. She provides them with plenty of opportunities to engage in purposeful conversations. For example, they reflect on learning together and the childminder talks to children about where different animals live. Children learn the meaning of words such as 'savannah' and 'continent'. Children's communication skills are frequently promoted.
- Older children engage attentively with books and stories. The childminder inspires this interest by reading enthusiastically and referring to familiar narratives during play. For example, when children explore natural resources, such as acorns, the childminder encourages them to think about a story with an acorn in. The childminder also takes children on trips to the library to borrow books and join rhyming sessions. Children develop a love of reading.
- The childminder creates a curriculum that aims to follow children's interests and increase their experiences. She accurately designs learning to provide children with a broad range of skills to prepare them for school. However, the curriculum intent for babies and younger children is occasionally less clear, and activities do not consistently target the next steps in their learning.
- Children have opportunities to extend their independence skills. They learn to

carry out hygiene routines by themselves. The childminder also considers the importance of teaching children to manage and assess risks. For example, during walks and outings, children discuss the importance of road safety. Children's understanding of personal safety is supported well.

- Relationships between the childminder and babies are close and nurturing. The childminder swiftly responds when she recognises their cue for needing a sleep. Babies and young children smile and giggle with the childminder during care routines such as nappy changes. This promotes their emotional security.
- Children enjoy their activities and remain interested for long periods. For example, when the childminder prepares crafting activities, children become highly engaged and explore different materials and tools with interest. Older children practise key skills, such as cutting with scissors and using a glue stick. The childminder provides children with plenty of praise and encouragement as they try hard with their creations. Children develop highly positive attitudes to learning.
- Parents explain how highly they value the quality of care and education their children receive with the childminder. They feel involved in children's learning through frequent communication and updates. The childminder provides parents with information to extend children's learning at home. Partnerships with parents are strong.
- The childminder uses frequent opportunities to increase her knowledge. For example, she is currently completing training to enhance her understanding of all areas of early years teaching. Through this, the childminder actively ensures teaching standards are continually raised 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:

- develop the curriculum intent further to increase targeted learning interactions for babies and young children.

Setting details

Unique reference number	EY342420
Local authority	West Sussex
Inspection number	10367128
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 2006. She lives in Burgess Hill, West Sussex. The childminder offers care Monday to Friday, from 7.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder holds a relevant qualification at level 3. She provides government-funded places for eligible children between the ages of nine months and four years.

Information about this inspection

Inspector
Nicola Houston

Inspection activities

- The childminder and the inspector discussed the intended early years curriculum.
- The inspector took account of views provided by parents.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with 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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