

Childminder report

Inspection date: 6 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

Babies and young children feel happy and safe with the childminder. They seek her out for cuddles and sit on her lap for reassurance when they first arrive. Children build strong relationships with the childminder. They laugh and giggle together as she shows them how to play with puzzles and trains.

Children become absorbed in their activities. They explore different ways to draw and experiment creatively. The childminder creates a broad and interesting curriculum. She prepares activities focused on what children enjoy. The childminder carefully extends these activities to promote further learning. For example, when children have an interest in dinosaurs, she develops a shaving foam activity and includes lots of dinosaurs to play with. This supports children to enjoy sensory exploration. The childminder has a clear understanding of the areas of learning she teaches and knows children well.

Babies and young children enjoy exploring coloured cups. The childminder builds on this and demonstrates how to tap them together. Babies copy the childminder and continue for an extended period. They smile with joy, showing they are proud of their newly developed skill. The childminder knows how to support children to develop positive attitudes to learning.

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

- Children receive plenty of support to develop their vocabulary. The childminder uses frequent opportunities to provide simple words to children. For example, when children play with toy vehicles, she models simple words such as 'car' and 'fast'. Young children try hard as they copy the words. The childminder offers children praise and encouragement. Children build strong communication skills.
- The childminder carries out care routines with respect. She asks children sensitively if she can change their nappies. The childminder talks to children about what she is doing and discusses the funny pictures on their socks. Children happily engage with the childminder throughout the routine. Children's emotional security is promoted.
- The childminder carefully plans for children's individual learning. She uses assessment effectively to understand what children already know and can do. The childminder knows what she would like children to learn next and incorporates this into activities. For example, children show an interest in building a tower with shaped blocks. The childminder describes the different colours and shapes as they build. Throughout the activity, the childminder uses each child's name to remind them to take turns. Children learn to play together and build an understanding of behavioural expectations.
- Children learn about elements of health such as exercise and healthy food

choices. However, the childminder does not consistently support children to understand the importance of adopting healthy habits, such as handwashing before eating, to fully promote their self-care skills.

- The childminder provides children with mark-making resources. Children enjoy making lines on their boards and paper. The childminder extends this by demonstrating how to draw a circle. Children explore chalks and crayons with confidence. This supports children to develop early writing skills.
- The childminder ensures she has books available for children to look at. She also creates role play activities for older children, based on popular stories. However, the childminder does not regularly encourage children to access a range of books to further develop a love of reading.
- Children have frequent access to outdoor play. The childminder plans outings to the beach to explore the local environment. The childminder also takes children to play parks so they can learn to use different climbing equipment. The childminder plans these activities so she can teach children how to take appropriate risks. Children have meaningful learning experiences and develop good physical skills.
- The childminder understands the importance of working closely with parents. She provides them with strategies to use at home, for example to support behaviour and sleeping routines. Parents explain that they are consistently well informed about their child's progress. Parent partnerships are strong.

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:

- promote children's understanding of good hygiene routines, such as handwashing
- strengthen the literacy curriculum to support children in developing a love of reading.

Setting details

Unique reference number	EY359989
Local authority	West Sussex
Inspection number	10350865
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	16
Number of children on roll	16
Date of previous inspection	6 September 2018

Information about this early years setting

The childminder registered in 2007 and lives in Littlehampton, West Sussex. She operates between 7.30am and 6pm, Monday to Thursday, for most of the year. The childminder receives early years education funding for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Houston

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 and the inspector discussed how the childminder organises their early years provision, including the aims of the curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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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