

Childminder report

Inspection date: 27 January 2020

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 enjoy the time they spend with the childminder, who provides a welcoming, homely and safe environment. They are happy and secure in her care and develop close relationships with her. The childminder recognises that sometimes children are shy around strangers and supports them by providing reassurance. Children welcome the childminder into their play and laugh readily with her. During role play, children giggle with delight as they pretend to soak the childminder with water from the fire engine hose. Children are motivated and keen learners who build up their skills for future learning and concentrate well for their age.

The childminder provides good opportunities that promote children's early literacy development. Children eagerly access a wide selection of books. They cuddle up to the childminder and engage in listening to her read stories. She successfully supports their language development by repeating words and modelling language. The childminder makes effective use of opportunities to support children's mathematical skills as they count objects and learn to identify colours.

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

- The childminder provides a flexible childcare service that meets the differing needs of children and their families. She liaises with parents to establish information about children so she can support them from the start. The childminder is patient and nurturing, and this promotes a calm atmosphere in which children quickly feel comfortable.
- The childminder raises children's awareness of some of the different lives of people in the world through discussions and exploring books. However, she does not consistently make the most of opportunities to help children learn to value differences in other people and local communities.
- The childminder follows children's home routines for sleeping and eating. She is flexible in her approach, ensuring that children's needs are met. The childminder is in tune with children's changing moods. She recognises when they become tired and cuddles them as they start to wind down ready for sleeping.
- Children behave well in the childminder's home, and daily routines encourage and promote their independence from a young age. Children participate in good hygiene practices from a young age. For instance, they wash their hands and begin to understand why this is important for their good health.
- The childminder uses effective teaching skills when playing with children. For example, she shows them how to do things and encourages them to complete tasks independently. This is demonstrated when children complete more-complex puzzles. They concentrate well as they work out how the pieces fit together. The childminder encourages children to persevere and gives them

praise when they succeed.

- Effective partnerships are established with a local nursery and parents. The childminder places great importance on regularly sharing information about children's learning. She engages parents in daily conversations and shares children's 'learning stories' and progress reports to help ensure a consistent approach to learning. Parents' comments are very complimentary.
- The childminder is experienced. Overall, she reflects on her practice and evaluates her provision effectively. She listens to feedback from parents and children to help her with this process. She has kept up to date with all mandatory training. However, the childminder has not fully considered looking at a broader range of early years practice to further expand her teaching, knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her knowledge of safeguarding procedures. She has a secure understanding of how to identify possible signs of abuse and knows what action to take to keep children safe from harm. The childminder understands her responsibilities in relation to wider safeguarding issues, such as the 'Prevent' duty. Her home is safe and secure, and she checks areas each day to remove any risks to children's safety. The childminder maintains her first-aid qualification, which helps to further safeguard children in the event of any accidents or injuries.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- extend the curriculum to improve children's understanding of communities, traditions and beliefs beyond their own experience
- maximise professional development opportunities to improve teaching and knowledge to an outstanding level.

Setting details

Unique reference number	EY360450
Local authority	West Sussex
Inspection number	10066724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Chichester, West Sussex. The childminder works from 8am to 6pm on four days a week, for most of the year.

Information about this inspection

Inspector

Shan Jones

Inspection activities

- The childminder showed the inspector around the areas of her home. She explained how she organises the curriculum to support children's learning and development.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She observed the quality of teaching during activities and assessed the impact this has on children's learning
- An observation of an activity was completed by the inspector and evaluated with the childminder.
- The inspector sampled a selection of documentation, including safeguarding policies, training certificates and proof of suitability checks.
- The views of parents were taken into account during the inspection.

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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