

Childminder report

Inspection date: 5 June 2023

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 play happily together in this homely environment. They chatter excitedly about the activities that have been skilfully planned to reflect their individual learning needs. Children behave well and have a good attitude to learning. For example, they share toys with each other and are fully engrossed in their play. Older children play 'eye spy' together with binoculars. Younger children chuckle with delight as they 'paint' the fence with soapy water.

The childminder is aware of the ongoing impact of COVID-19 on some children's development such as their language and communication. She undertakes relevant training to provide strategies for children with speech delay. This helps to ensure that all children reach their potential, including those with special educational needs and/or disabilities.

Children enjoy regular trips out in the local community in the childminder's minibus, including to the beach and the park. In addition, children visit the nearby fields to go blackberry picking. These outings help children to develop their gross motor skills as they climb, balance and learn about the wider world.

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

- The childminder plans and sequences the curriculum well. Activities are based on children's interests and build on what they already know. For example, children enjoy 'The Very Hungry Caterpillar' story and explore their fascination of minibeasts with magnifying glasses. This supports children to deepen their knowledge and understanding of the natural world.
- Parents comment positively about the childminder and say that she is 'nurturing', 'caring' and 'supportive'. They report their children have developed considerably since attending the childminder's setting, particularly in confidence, social skills and speech and language.
- Children form good attachments with the childminder and go to her readily for support and reassurance. They listen and respond when the childminder gently role models during play and tells them that 'sharing is caring'. This helps children develop respectful relationships and empathy for each other.
- The childminder has procedures in place to ensure that children are kept safe and supervised well. She understands the importance of internet safety. However, she does not use opportunities to help children and parents develop their knowledge of online safety issues.
- The childminder communicates regularly with parents about children's development and supports home learning. For example, the childminder provides tips to support children with toileting and healthy eating at home. Parents report this has a positive impact on their children's physical health and

self-care skills.

- Overall, the childminder provides a good level of teaching. She places a high value on promoting children's communication and language skills. Older children enjoy a game outdoors to identify sounds in the environment. The childminder introduces new words such as 'helicopter'. However, when asking questions, the childminder does not always give children enough time to process their thoughts and ideas to respond.
- The childminder has high expectations and praises children's efforts. Overall, she encourages children to develop new skills well. For example, children are encouraged to dress themselves and put their shoes on. They excitedly say, 'I did it!'

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a secure knowledge about the indicators that would raise a concern about a child, such as recognising changes in behaviour that may indicate domestic abuse. The childminder understands how to manage concerns about a child, including reporting to external agencies. She completes regular child protection training to keep her knowledge up to date. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts and ideas when responding to questions
- make use of opportunities to develop children's and parents' awareness of online safety when using the internet.

Setting details

Unique reference number	EY367769
Local authority	West Sussex
Inspection number	10285382
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 3
Total number of places	11
Number of children on roll	11
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 2007 and lives in Upper Beeding, West Sussex. She operates during term time and during holidays on request from 7am to 5.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Rachel Martini

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 children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder showed the inspector the premises and discussed how she makes her home safe for the children in her care.
- The inspector sampled some relevant documentation.

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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