

Childminder report

Inspection date: 10 September 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 into the childminder's care, including new babies and younger children in the setting. The childminder collects an abundance of information to support all children to develop a firm sense of belonging and to build strong attachments. Children are happy and inquisitive. The childminder provides encouragement and praise. This helps children build confidence in their increasing abilities and skills.

The childminder is skilled at adapting her practice to build on all children quickly gaining independence in their own self-care. For instance, she gently speaks to children about the need to wash their hands and encourages them to start to feed themselves. Babies are supported to increase their balance when they start to walk. For instance, they enjoy feeling the grass between their toes as the childminder supports them taking steps. Children have regular access to the garden to have fresh air and to support their well-being.

Children are learning the skills they require to work with others. The childminder helps children to learn about using 'gentle hands' to support them to develop higher levels of understanding and empathy. The childminder speaks to children directly and at their level. This helps them to feel valued and respected as individuals and to develop skills to support future learning.

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

- The childminder plans well for her own professional development. For example, she attended a course that has helped to support her knowledge and practice regarding the unique characteristics of children. The childminder has prioritised accessing regular updates on all aspects of safeguarding to protect the children in her care to the best of her ability.
- Children make good progress. The childminder precisely observes their development to quickly identify gaps in their learning. This helps to ensure that children receive additional help, if required. The childminder understands the importance of sharing information with other professionals and settings that children attend. This helps to ensure that there is a joined-up approach towards their future learning and development.
- The childminder prioritises the care and happiness of the children she cares for, and she interacts well with them at all times. However, although the curriculum is planned well to support older children to make progress, it is less precisely planned for babies and young children. As a result, they do not have the same opportunities to help them make rapid progress in all areas of their development.
- Children gain an understanding of the wonders of the world around them. They

go on regular outings to build on their social skills and confidence. A recent trip to a specialist centre has helped children learn about hedgehogs to build on their curiosity of nature. Younger children enjoy digging in the garden and explore the sensation of soil and picking flowers.

- The childminder has strong partnerships with parents. She shares the progress their children make and suggests how they can support children at home. The childminder consistently and regularly shares daily updates on children's development, interests and the next steps planned for their learning.
- Children are developing important communication and language skills. The childminder constantly introduces a variety of words that help to build on children's growing abilities. Babies listen intently as the childminder sings and uses new sounds to build on their increasing vocabulary. Babies babble and laugh as they play a hide and seek game with colourful scarves, and younger children use their memory skills as they remember and call out their friend's name.

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:

- plan the curriculum more precisely to help babies and young children make even more progress in their learning and development.

Setting details

Unique reference number	EY379200
Local authority	West Sussex
Inspection number	10351315
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	0 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	24 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Rustington, West Sussex. She provides care from 7.30am to 6pm, Monday to Thursday, all year round. The childminder provides funded early education for two, three- and four-year-old children. The childminder has a qualification in childcare and education at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development. The inspector spoke directly to parents to gain their views.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector discussed professional development and a range of documentation was sampled, including suitability checks.

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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