

Childminder report

Inspection date: 14 December 2022

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 arrive eagerly to the childminder's home. She greets them warmly and welcomes them into her homely setting. When children join, they settle in quickly and form secure relationships with the childminder. This helps them to confidently explore the environment. Children learn how to manage risks and do things for themselves. For example, the childminder supports children to use safety knives.

Children have positive attitudes to their learning. They manage their behaviour well. The childminder is clear on the rules and expectations for behaviour. She reminds children when needed and they respond well. Children play imaginatively alongside their friends. Together they pretend to go shopping and create story lines with small dinosaurs and figures. During sensory play, children test out their ideas and thinking by combining different materials together to see what the outcome is. For example, they mix flour, water and shampoo together in the sensory tray to see what they can create. Children are highly focused during their play. They use different tools, such as scoops and syringes to play in the mixture. This helps to strengthen the muscles in their hands and prepare them for early writing.

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

- The childminder evaluates children's learning and development well from the outset. For example, she completes a starting point assessment, so that she can quickly identify how to support children's learning and development when they join. She knows children well and identifies appropriate next steps for children's learning. The childminder provides good support for children's communication and language. She broadens children's vocabulary by introducing them to new words. For example, she explains that when you knock all the pins down in bowling it is called a 'strike'.
- The childminder provides children with opportunities to learn to care for animals. She has friendly dogs that the children enjoy playing with. In addition, the children participate in caring for the childminder's sheep and guinea pigs. They learn about what animals eat and how to take care of them. Therefore, children learn to be gentle and respectful around animals.
- Parents describe the childminder as 'caring, nurturing and warm.' They are happy with the communication that they receive and report that their children are always very happy to attend. Parents speak positively about the wide range of experiences that the childminder provides. However, the childminder has not yet established partnerships with other early years settings that children attend. This means that a collaborative approach to children's learning is not yet in place.
- Children learn about the wider world. They look at a map of the world and talk

about different countries and their experiences of travelling. The childminder takes children out into the community. For example, they visit local nature reserves, libraries and toddler groups. The childminder supports children who speak English as an additional language by incorporating their home language within the setting.

- The childminder reflects on and evaluates her practice. She also works closely with other childminders to share ideas and discuss practice. She is committed to her role as a childminder and has a wealth of experience working with children.
- The childminder promotes independence. She has age-appropriate expectations for children to manage their own self-care. For instance, she reminds children to take a tissue when blowing their nose. The childminder provides children with healthy meals and snacks. Children experience daily fresh air on local trips and in the childminder's garden.
- The childminder provides a well-resourced learning environment and children move freely between activities. They enjoy a range of experiences and show a positive attitude to new experiences. Children enjoy being creative and concentrate hard on their creations. For example, they use coloured ink pads to create finger print pictures.
- The childminder has a good understanding of child development. She follows the children's lead in play. However, on occasion, she is not fully effective at using opportunities that arise during child-led play to extend their learning and check children's knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of safeguarding. She is confident in the signs that may indicate a child is at risk from safeguarding issues, such as domestic abuse and female genital mutilation. The childminder knows the local procedures to follow to raise a concern about a child. She understands what to do if an allegation is made against someone within her household. The childminder risk assesses and adapts her environment to ensure it is safe for the young children she cares for. She teaches children how to keep themselves safe, particularly focusing on online safety.

What does the setting need to do to improve?

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

- build partnerships with other settings to ensure a collaborative approach to children's learning
- extend and deepen children's knowledge during conversations about subjects being taught and check children's understanding after activities.

Setting details

Unique reference number	EY387218
Local authority	West Sussex
Inspection number	10263646
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	3
Number of children on roll	8
Date of previous inspection	8 May 2017

Information about this early years setting

The childminder registered in 2009. She lives in Warnham, Horsham. The childminder has a recognised early years qualification at level three. She cares for children Monday to Thursday, from 8am until 6pm. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jade Orosz

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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