

Childminder report

Inspection date: 29 August 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated to learn. They demonstrate exceptional levels of engagement at the childminder's provision. The childminder supports any assistants to make sure that all adults working with the children are ambitious for all of them to reach their full potential. The learning and development needs of all children are expertly catered for through a meticulously prepared curriculum. The knowledgeable childminder skilfully adapts activities to incorporate the interests of every child, including babies. This ensures that children are consistently motivated for long periods of time. Children show impressive attitudes to their learning. They are eager to explore a variety of exceptionally well-planned activities that ignite their curiosity and imagination.

The childminder has high expectations for children's behaviour and makes sure that any assistants understand these fully so children experience a consistent approach. All adults model kindness, gentleness and respect. Children without exception are polite and mature for their ages. They are encouraged to listen to each other's opinions. Older children demonstrate high levels of caring for others. For example, they nurture younger children and babies, making sure that they get a turn with a toy or help with small tasks such as putting their shoes on and washing hands.

The childminder ensures that activities provide thought-provoking opportunities for children to test their ideas. For example, tubes are provided for children to use to roll their toy cars down. Children predict the speed of the cars by altering the angle of the tube. They develop excellent mathematical skills through sorting, comparing sizes and talking about shapes.

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

- Children engage in regular trips in the local community, which supports their understanding of the world around them. For example, children regularly visit a café to listen to an author read a storybook. The childminder expertly weaves children's interests, such as a passion for trains, into outings. For instance, children thoroughly enjoy a ride on a steam train. This enjoyment is extended further by engaging in activities and simple projects which are associated with trains. Experiences such as these help children to make connections in their learning.
- The childminder is dedicated to striving for continuous improvement. She has an exemplary attitude to the further professional development of herself and any assistants. For example, the childminder has undertaken a variety of specialised training in supporting children with special educational needs and/or disabilities. She has completed courses to further deepen her knowledge of how children learn and develop. She uses this information to positively impact the lives of

children and to model her excellent teaching practice to any assistants. The childminder has attended training on supporting children to regulate their emotions. This helps her support children to readily use the language of feelings as they play and interact with each other.

- The childminder inspires children to develop a love of books. She teaches children a range of stories and how to use props to enhance their engagement. Children pass around small toys and puppets as they listen to a story. They excitedly anticipate and eagerly contribute what might happen next. Young children and babies learn that owls make a 'twit twoo' sound and snakes make a 'ssssss' sound. Older children recite the well-known phrases and giggle with delight as the story ends. They demonstrate their enjoyment as they say, 'Awww can we please have another one?' The childminder encourages children to take the books and props home, which provides a consistent approach to their learning and early reading skills.
- The childminder effectively supports children's understanding of healthy lifestyles. She provides the children with a range of healthy snacks and home-cooked nutritious meals. Children have daily opportunities to run around in the fresh air at local parks or the beach. They are encouraged to use their large muscles to stand on their tiptoes as they stretch up high during a parachute game. Young children are taught how to draw water into a syringe using the small muscles in their hands. The childminder explains the importance of providing a range of resources that strengthen the hand muscles in preparation for gaining control of writing tools.
- The childminder skilfully promotes the development of language in babies. She uses every available opportunity to provide a dialogue and narrative to all that the babies do. Consequently, babies rapidly learn new words, such as 'pop' and 'splash'. They squeal with delight when they are praised for repeating back these new words as they play. The childminder's interactions with children are consistently of the highest quality. For example, she precisely weaves children's individual learning targets into their play to build on their existing knowledge. As a result, all children make excellent progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding which puts children's interests first.

Setting details

Unique reference number	EY392885
Local authority	West Sussex
Inspection number	10359920
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 14
Total number of places	16
Number of children on roll	32
Date of previous inspection	18 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in Worthing, West Sussex. She works with two assistants. The childminder operates Monday to Friday from 7am to 6pm, for most of the year. She receives funding to provide early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

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 inspector took account of the views of parents.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder shared a sample of key documentation with the inspector.
- The inspector spoke with children 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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