

Childminder report

Inspection date: 29 February 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 are very happy and settled. They form strong, close, trusting relationships with the childminder, who places children at the heart of her provision. The childminder has high ambitions for all children, including those with special educational needs and/or disabilities (SEND). Children are motivated to learn through an exciting curriculum which builds on children's interests and existing knowledge. For example, children describe what an electrical circuit is. They demonstrate a fascination with how things work. To support this, the childminder takes children to the library to find out more, so that children can further extend their knowledge and skills.

The childminder has high expectations for children's behaviour. Children behave extremely well and cooperatively play together. The childminder teaches children to share resources. She encourages children to serve each other at snack times and to say 'please' and 'thank you'. Children look after resources and are exceptionally nurturing to one another. For example, children readily give up a favourite toy to let another child play with it first. Children show a high interest in books. They cuddle with the childminder as she reads them a story about a snail. Children contribute to the discussion and are keen to find out what is on the next page.

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

- Children receive high-quality interactions from the childminder. These interactions allow her to support children in their intentions and help them to become autonomous learners. For instance, children question which toy car would go the fastest. The childminder suggests making a racetrack and adding a stopwatch. Consequently, children begin to learn how to measure speed and distance.
- The childminder is a very good role model for children. She is patient and gives children her full attention. The childminder gives detailed explanations and inspires children to use new words, such as 'magical' and 'beautiful'. Children with SEND benefit fully from sign language that supports them to express their thoughts and ideas. Children develop a wide range of skills in preparation for their future learning.
- The childminder consistently includes children in everyday tasks, which gives them a sense of achievement. Children prepare the table for eating and help to put away the toys that they have been playing with. They help to prepare an activity by measuring and mixing ingredients to make a dough. 'I will help you!' they declare with enthusiasm.
- The childminder keeps parents fully informed of their children's progress. She ensures that families feel welcome and valued. The childminder works well with external agencies to meet the individual needs of the children. She shares

information about children's development with speech and language therapists and other health professionals. This approach enables children to receive targeted support in a timely manner.

- Overall, the childminder has good teaching skills. Children benefit from mathematical activities. For example, children solve some simple number problems when pulling the pips from an apple. They recognise that three and two pips are equal to five. Children are given ample time to process and respond to questions. However, there are times during adult-led activities that the childminder does not always allow children to make their own choices about how and what they would like to play with. Consequently, some children lose interest and wander off.
- Children benefit from activities to support their physical development. They enjoy regular trips to the local orchard to help handle and pick fruit. Children enjoy mixing with other children as they engage in activities in the woods. They enjoy the opportunity for outdoor learning and for getting plenty of fresh air and exercise.
- The childminder is reflective and committed to providing the best service for children that she can. She ensures that she keeps her professional development up to date through accessing regular training. She has a sound knowledge of the process she would need to follow if she has concerns about the welfare of a child or an allegation is made against her. Children have a good understanding of how to keep themselves safe when on outings. Children are taught to never approach a dog in the park.

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:

- recognise and respond more appropriately when children wish to choose their own activities and follow their lead.

Setting details

Unique reference number	EY412198
Local authority	West Sussex
Inspection number	10312421
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2010. She lives in Rustington, Littlehampton, West Sussex. The childminder cares for children from 8am to 5pm Tuesday, Wednesday and Thursday throughout the year. She receives funding to provide free 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 childminder and the inspector discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector gathered the views of parents.
- The inspector observed the childminder with the children in a pre-planned activity.
- The inspector gathered the views of the 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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