

Childminder report

Inspection date: 29 October 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

The childminder continues to be dedicated to providing high-quality care for children. Children have strong bonds with the childminder, including those new to the setting. The childminder helps children to become confident and resilient by providing them with lots of praise and encouragement. She is very patient, kind and has high aspirations for children's outcomes. The childminder plans for exciting play and learning opportunities to keep children motivated and curious learners.

Children are learning to behave well. The childminder helps them to manage their own emotions and develop the skills to start to recognise the needs of others. She places an importance on children learning about the wider world around them. Children have the freedom to explore and take simple risks outdoors in the large garden. They attend weekly toddler groups to build important social skills for their future learning.

The childminder supports children to be independent in their own self-care skills and make their own choices. Older children are able to put on their own wellington boots for outdoor play and all children freely access resources, to support their own fascinations and likes. Babies are able to pull themselves up and become excited as they explore with many sensory toys, that support their increasing abilities and exploration skills.

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

- The childminder plans well for professional development opportunities to improve her knowledge. For instance, she completed a course that has helped to support the self-resilience of children in her care. As such, the childminder is very clear in her explanations and practice towards children, to help them to quickly build skills in working well with others.
- The childminder helps children to build an early awareness of making healthy choices. For example, children are able to choose from a full range of nutritious snacks. Children have daily access to fresh air and many physical development opportunities. They regularly embark on woodland walks and visits to build on their curiosity of the wider world around them. For example, a particular favourite of the children and the childminder is to visit the aviation museum.
- Children make very good progress. The childminder carefully observes their development to quickly identify potential gaps in their learning and add further challenge. This helps to ensure that children receive additional help if required and reach their fullest potential. The childminder knows to establish good partnerships with other settings that children attend to share information. This helps to provide children with a joined-up approach towards their future development.

- The childminder priorities building strong partnerships with parents and fully involves them in the progress their children make. She actively includes them in all aspects of their child's development and how they can support their child to continue to learn when at home. The childminder values the importance of a robust settling-in process. She uses the wealth of information she gathers from parents to ensure she meets the needs and requirements of each and every child.
- Children develop good communication and language skills. The childminder introduces new words, to build on children's exposure to rich language opportunities. Older children display their increasing memory and recall skills as they remember the words to their favourite songs. Babies intently look at books as the childminder turns the flaps to introduce characters, and associated animal sounds, to the pictures.
- The childminder plans for children's learning through her knowledge of their likes and growing abilities. For example, older children enjoy collecting different coloured leaves from the garden to create autumnal crowns. However, during some planned activities, the childminder does not consistently consider how to adapt these to fully engage and include babies.
- Children are using simple mathematics in their everyday play. For instance, they use magnetic coloured shapes to create large scale patterns. They learn to problem solve as they find ways to make longer lines by adding more squares. The childminder introduces more intricate shapes and mathematical language to build on children's skills. Babies explore with shapes and learn how to post the correct item in the corresponding space.

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:

- support babies to be more fully engaged in planned activities and benefit from learning opportunities.

Setting details

Unique reference number	EY421291
Local authority	West Sussex
Inspection number	10364171
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Pulborough, West Sussex. She provides care all year round, Monday to Friday from 8am to 5pm. The childminder holds a level 3 diploma in home-based childcare.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector took account of the written views of parents as part of the inspection.
- 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 how she evaluates her provision and the current areas identified for improvement. 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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