

Childminder report

Inspection date: 2 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

Children settle quickly and happily. They gladly greet their friends, eager to begin their activities. The childminder welcomes children with smiles and cuddles. They show that they are comfortable in their surroundings as they laugh and giggle with the childminder. Children feel safe and secure.

The childminder prepares activities that spark children's interests in the natural world. For example, the childminder teaches children about the life cycle of a butterfly. She recaps this learning to ensure that children's knowledge is secure and embedded. Children use colourful resources to create pretend butterfly gardens. They try hard as they carefully fit pieces into place. Children show highly positive attitudes to learning throughout their play.

Children benefit from a well-organised curriculum. The childminder arranges regular trips and activities to broaden their awareness of the community in which they live. For example, they learn how to walk safely by the road, and they take the bus to the local garden centre. Children learn how to care for animals and plants. They talk together with the childminder about the food and water needs of the quail in the garden. Children gain purposeful knowledge to prepare them for future learning.

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

- The childminder is passionate about increasing children's love of reading. She provides children with a range of different books and allows them to choose freely. The childminder reads to them with excitement and enthusiasm. This keeps children engaged and interested in the story. Furthermore, the childminder takes children on trips to the library. They engage in activities where children learn rhymes and action songs. Children's early literacy skills are promoted.
- Children build good language skills. The childminder talks to children regularly and encourages conversations. Young children practise words such as 'butterfly' and 'cocoon'. The childminder listens carefully and models clear language so that children can copy new words easily. Children's vocabulary is increased.
- The childminder uses effective assessment methods to track children's progress. When children first start, she works with parents to find out what they know and can do. The childminder checks how children are developing and carefully identifies any gaps in their learning. She plans meaningful next steps for children and arranges activities to help them achieve these. Children make good progress from their starting points.
- Children benefit from activities that allow them to explore their physical abilities. For example, the childminder takes children to nearby parks and beaches to run,

climb and balance. She uses these activities to increase children's understanding of managing risks for themselves. Children's physical development and independence skills are supported well.

- The childminder teaches children about the importance of health and well-being. Children confidently know to wash their hands before eating and after playing outside. The childminder also promotes children's understanding of hygiene routines, such as teeth brushing. Children receive consistent messages about practices that contribute to a healthy lifestyle.
- Children behave well. The childminder has clear expectations in place to support children to learn about rules and boundaries. For example, when children have a disagreement, the childminder encourages them to share. However, she does not regularly use these interactions to increase children's understanding of their own feelings or talk about how their actions might make others feel. Therefore, children do not consistently gain information to support their understanding of language related to emotions.
- The childminder undertakes regular professional development courses. For example, the childminder completes training that increases her knowledge of how to support children's communication and language development. This demonstrates her commitment to continually raising teaching standards for children.
- The childminder builds effective partnerships with parents and healthcare professionals. For example, when children have support from speech and language therapists, she works with them to implement effective plans. Parents express that the childminder communicates frequently about children's progress. She shares learning information and provides ideas of games and activities to do at home. Children receive a shared approach to their learning.

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:

- build on opportunities to encourage children to talk about their feelings and emotions.

Setting details

Unique reference number	EY427249
Local authority	West Sussex
Inspection number	10363965
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2011. She has a childcare qualification at level 3. The childminder lives in Rustington, West Sussex. The childminder offers care from 7am to 6pm, Monday to Thursday, all year round. The childminder provides funded care and early education for children aged from nine months to four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the childminder with the inspector.

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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