

Childminder report

Inspection date:

5 September 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 provides an environment which is filled with warmth and engagement. She ensures that children feel welcomed and settled. The childminder effectively supports children's emotional health. She listens to their comments and gives them a choice in what they want to do. This helps children to feel valued and gives them a strong sense of belonging. Information on children's current interests and capabilities are regularly gathered from parents. The childminder uses this information to plan activities based on what children enjoy. For example, when asking children to build a block tower the childminder introduces a popular toy dinosaur to 'help' with the task. This approach helps engage children for longer and motivates them to learn.

Children benefit from a well-planned curriculum that supports them to make good progress from their starting points. The childminder plans a wide range of interesting, exciting activities which build on children's enjoyment and learning. For instance, the childminder takes children on walks where they can splash through a shallow stream. They enthusiastically dig the ground and plant seeds in the woods. Experiences such as this help children to become interested in nature and the wider world around them.

The childminder models respect, gentleness and kindness. She has firm routines in place and children are aware of the behavioural boundaries. Consequently, children demonstrate high levels of positive behaviour. They show respect for the toys they are playing with.

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

- Partnership with parents is strong. The childminder keeps parents closely informed about the progress their children are making. She regularly shares assessments and gives advice on topics, such as toilet training. The childminder shares information with parents that she feels may benefit them. For example, details on how to recognise and further support children's unique style of play. In addition, parents can access information on how to provide a nutritious and balanced diet.
- The childminder supports children's language skills by using rhymes during the day that are set to music. This generally adds to children's enjoyment. However, there are times when the music interferes with children's engagement during activities. Consequently, the additional sound of the music acts as a distraction and does not fully support children to remain focused during adult-led activities.
- The childminder supports children to develop the necessary skills needed for their eventual move on to nursery and school. She provides opportunities for children to mix and play with a larger group of children which widens the

children's social circle. Children are supported to be independent and to do tasks for themselves, such as dressing. The childminder encourages children to turn-take and share toys and resources with others.

- The childminder enthusiastically plays alongside children which effectively supports children's engagement, learning and enjoyment. She provides fun and challenging activities which build on children's existing knowledge. The childminder has a thorough understanding on how children learn in their play. Children demonstrate delight as the childminder tickles them during a hoop placing game. The childminder encourages children to count the hoops as laughter echoes throughout her home.
- The childminder offers a fully inclusive setting where all children, including children with special educational needs and/or disabilities benefit. This ensures that all children can access learning and make excellent progress from their starting points. For instance, the childminder seeks out strategies to help children who struggle with regulating their emotions. She provides a 'safe space' for children who need emotional support or a place to feel less overwhelmed. The childminder communicates children's development with other professionals, such as nursery staff. This practice supports children's continuity of care in other educational settings.
- Children's safety is a priority for the childminder. She knows the actions to take in line with local procedures if she has concerns about a child's welfare. The childminder keeps her premises clutter-free to help prevent injuries from trip hazards to children and visitors. Children are taught why and how they must listen when walking along the pavement with the childminder. They develop an understanding of how to 'stop', 'look' and 'listen' when approaching a busy road.

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:

- target the use of recorded music to minimise distractions during focused activities.

Setting details

Unique reference number	EY429543
Local authority	West Sussex
Inspection number	10351116
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 October 2018

Information about this early years setting

The childminder registered in 2011 and lives in Horsham, West Sussex. She holds an appropriate level 3 childcare qualification. The childminder operates all year round from 8am until 4.30pm, Monday to Thursday, except for bank holidays and family holidays.

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 setting.
- The inspector observed the childminder interacting with children during a range of activities.
- The inspector spoke with children at appropriate times during the inspection to gather their views.
- The views of parents were considered by the inspector.
- The inspector viewed a range of key documentation provided by the childminder.

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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