

Childminder report

Inspection date: 21 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 settle very quickly in the childminder's home. The childminder is nurturing and gentle and builds very strong bonds with the children. Her calm approach supports children, especially very young children, to confidently explore their environment. Children are encouraged to persevere at a task, and they demonstrate a positive attitude to their learning. For example, children have several attempts to fit a puzzle piece before they are successful. They keep on trying and beam with pride when the childminder praises them for not giving up.

The childminder supports children's communication skills exceptionally well. She is clear in her explanations and gives children plenty of time to process what has been said. Children develop a love of stories and rhymes. The childminder reads a variety of books and sings songs to the children. Children copy the words and actions and anticipate what is coming next. They loudly 'roar' when the childminder shows them a tiger in a book. Children learn the words to 'Twinkle twinkle little star' and go on to sing songs during their own self-directed play.

Children behave extremely well and understand what they need to do during transition times. The childminder sets clear expectations through routines. Children enthusiastically wash and dry their hands. They help the childminder to tidy away the toys and they sit calmly at the table when having a snack.

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

- Children are very well cared for. The childminder supports children's emotional well-being, providing soothing songs and cuddles when children become upset. She provides gentle guidance to support children's independence skills. For example, children are encouraged to collect and put on their own shoes. Very young children feed themselves and wipe their own faces after they have finished eating.
- Children thrive in the loving and fun environment. The childminder is very attentive to children's individual needs. For example, she supports children who speak English as an additional language. The childminder reads books in French to support a child's language spoken at home. The childminder monitors children with speech and communication delay and provides these children with additional support if necessary. This approach ensures that children do not fall behind in their learning.
- Children thoroughly enjoy the activities that the childminder provides for them. They visit the beach and local parks and libraries. Children socialise and play alongside other children at playgroups. Parents mention that their children are excited to come to the childminder's house. They are grateful for the experiences provided and the detailed communication that they receive about

their child's learning and development.

- The childminder demonstrates a commitment to her professional development. She takes part in regular training and has recently updated her safeguarding knowledge. She is fully aware of her responsibility to safeguard children and knows how to report any concerns that she may have about a child. The childminder attends online meetings where she shares good practice and ideas with other childminders. This supports her to continually develop her already strong service for families.
- Children learn about healthy lifestyles and food choices. For example, the childminder talks positively about the fruits that the children are eating. She talks to children about toothbrushing and shares advice with parents when children are reluctant to have their teeth brushed. Children benefit from plenty of fresh air and daily exercise.
- The skilled childminder is ambitious for children's learning. She provides a good balance of adult-led and child-led activities. The childminder supports children's interests well. She gathers information on children's current interests from parents. This allows her to provide motivating and exciting activities for children. However, there are occasions when activities are too ambitious for very young children, and they lose interest and move away. Consequently, some children do not fully benefit from the intended learning opportunity.
- Children are confident in their environment. They demonstrate that they feel safe and secure in the childminder's presence. Older children are keen to introduce themselves. Younger children become inquisitive and gradually approach a visitor to the home, under the watchful eye of the childminder.

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:

- improve teaching to ensure that all children, including younger children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY441510
Local authority	West Sussex
Inspection number	10311993
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 3
Total number of places	7
Number of children on roll	7
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in Worthing, West Sussex. She offers care Monday to Thursday from 7.30am to 5pm, all year round. The childminder is in receipt of funding to offer free early education for two-, three- and four-year-old children. She holds a recognised level 3 childcare qualification.

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 told the inspector about what she wants children to learn. The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents and read several written testimonials from parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including information relating to the suitability of household members.
- Children played with the inspector 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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