

Childminder report

Inspection date: 19 November 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 arrive happy and enthusiastic to start their day. The childminder is genuinely happy to see them and greets them with a friendly smile. Children settle in quickly and have a sense of belonging in the childminder's welcoming home. The childminder supports the children as they engage in a range of activities outdoors. For instance, children explore emptying and filling containers with different coloured water. The persistent rain makes the activity more exciting, and children comment that the water bowl is filling up. The childminder recognises when children have had enough and brings them into a warm space. Children are curious, inquisitive and develop a good understanding of the world they live in.

The childminder supports the children's learning in all areas of the curriculum. She skilfully incorporates mathematics through everyday experiences and play. For example, the childminder captures the children's attention by telling them a story about a sudden storm that arrived which blew the numbers 1 to 10 around the garden. She explains that she needs the children's help to find the numbers. Children are engrossed and eager to help. The childminder presents challenges to the children by placing a number up high on the playhouse roof. She asks children to think about how they can solve this problem. Children excitedly share that they need a stool to stand on to reach the number. They demonstrate positive behaviour as they work together to collect the stool and place it underneath the house. The childminder congratulates their clever thinking, positive behaviour and team effort.

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

- The childminder works effectively with a co-childminder. They have worked together to successfully plan a curriculum that is well structured and meets the children's needs. The childminder has good oversight of the provision she offers. She has strong leadership and management skills. The childminder is committed to providing children and their families with high-quality care and learning. She keeps her early years knowledge updated with links to the local authority, attending training and webinars. This helps the childminder continue to improve the quality of education she provides.
- Children receive purposeful and thought-provoking interactions from the childminder. She encourages children to think and make connections between their thoughts. For instance, children notice a squirrel in the garden. This sparked conversation and the childminder showed the children a video recording she made previously of two squirrels making noises in the garden. She asked the children to think about what the squirrels were saying to one another. Children thought about this and shared their views. They extended their thinking and learned good conversational cues.
- Generally, children follow good hygiene throughout the day. The childminder

encourages children to cover their mouths when they cough to limit the spread of germs. However, the childminder does not always consider good hygiene practices before mealtimes. For instance, encouraging all children to wash their hands before they eat. This does not fully support children to develop healthy foundations and promote their self-care skills.

- The support for children who speak English as an additional language (EAL) is strong. The childminder works closely with parents and invites them to share traditions and spoken words from their native language. During whole group conversations, the childminder incorporates simple words from children's home language alongside English. The childminder offers an inclusive practice and has created a respectful culture. Children who speak EAL make swift progress and become skilful communicators.
- The childminder's ongoing risk assessment and constant supervision helps to keep children safe. Children are supported well as they take appropriate risks that help them build on their skills. In addition, the childminder teaches children to think about dangers and consequences of their actions. Children play and explore in a safe environment and develop confidence to have a go.
- The childminder understands the importance of working in partnership with parents and other professionals. This creates a consistent and joined-up approach to care and learning. The childminder ensures parents are kept updated with their children's learning. She offers support and guidance to parents, such as how to keep children safe online, and ideas for activities to do at home. The childminder values the parents' views and opinions. Parents share high praise for the childminder's professionalism and caring nature.

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:

- strengthen opportunities for children to learn about and follow good hygiene practice to further improve their self-care and independence skills.

Setting details

Unique reference number	2518495
Local authority	Brighton and Hove
Inspection number	10368743
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 January 2022

Information about this early years setting

The childminder registered in 2019 and lives in Hove, East Sussex. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 6. She works with one co-childminder. The childminder provides government funded early years places.

Information about this inspection

Inspector

Kelley Ellis

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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