

Childminder report

Inspection date: 27 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form strong relationships with the nurturing childminder. They arrive at her home happily and wave goodbye to their parents. Children are familiar with the daily routine. For example, on arrival they sit down and take their shoes off. They are eager to explore the range of toys and resources available. Children excitedly open the treasure chest where the books are stored and enjoy looking through a selection of stories. They point at pictures, proudly labelling the animals that they can see.

The childminder plans activities that support children to achieve their next steps and that she knows the children will enjoy. Children benefit from different mark-making opportunities, such as using chalk on a plastic tray. As they draw, they give meanings to the marks they make and are proud of their creations. Children make good progress in their physical development. They have plenty of opportunities to practise climbing and jumping while being physically active in the fresh air. They learn to navigate climbing up and down small slopes. Children learn how to keep themselves safe, for example, when the childminder reminds them of the rule not to stand at the top of the slide.

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

- Children make very good progress in their communication and language. They learn new words rapidly and are confident to use their developing language to share their ideas. The childminder repeats words back to children and adds in new words to encourage them to put two words together. She has a good understanding of how to support children who speak English as an additional language and works with parents to find out about children's development in their home language.
- The childminder knows the children well. She structures her curriculum to build on what children know and can do, focusing activities on their current interests. She takes into account how children learn, recognising each child as an individual. For example, she leaves activities available for children to revisit throughout the day.
- The childminder provides children with a range of toys and resources in the playroom. Children are confident to self-select what they would like to play with. The childminder talks to children as they play, commenting on what they are doing. However, on some occasions, she does not challenge children's thinking to maximise learning opportunities and help them to achieve the best possible outcomes.
- The childminder ensures her mandatory training is kept up to date. She has proactively accessed further training to broaden her skills and knowledge. For example, she has attended training on managing children's behaviour to expand

her understanding of how to support the children she cares for.

- The childminder monitors the progress of children well. She identifies their next steps and shares them with parents to ensure a collaborative approach to children's learning. Parent partnership is effective. Parents say that the childminder is a 'great communicator' and that they receive regular updates on their children's progress. They feel that their children benefit from diverse activities that help them to develop different skills and interests. For example, parents say that their children have developed an interest in insects after watching the life cycle of a butterfly.
- The childminder provides children with a range of healthy snacks. She encourages parents to provide healthy meals. Mealtimes are a social opportunity and children sit together and talk about their day. Children develop good independence skills. For example, they use steps to reach the sink so they can wash their hands independently.
- Children enjoy regular outings in the local community. These help them to learn about the world around them. For instance, they visit the library, the beach and local play cafes. They meet up with other childminders and their children for further socialisation opportunities. Children learn to appreciate and respect the diversity of others. For example, they learn key words in the language that their peers speak and use these to communicate with each other, such as saying 'grissini' for breadstick.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to ensure that all children are kept safe and free from harm. She has considered how to take the children safely on outings and teaches the children how to keep safe when walking near roads. She regularly refreshes her child protection training and is knowledgeable about the signs and symptoms of abuse. The childminder has a good understanding of the local safeguarding partnership procedures to follow if she has a concern about a child. She recognises how some safeguarding issues may affect children's family members and the impact this may have on the children she cares for.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen interactions with children during their spontaneous play to further enhance their learning experiences and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2564379
Local authority	Brighton and Hove
Inspection number	10232176
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

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 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jade Orosz

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documents 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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