

Childminder report

Inspection date: 16 March 2023

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 very positively respond to the nurturing and friendly childminder. They settle easily in her care. Children feel happy and safe. They are sufficiently confident to approach the inspector and share toys, giving an invitation to play. Children behave very well. The childminder is a very good role model and offers specific guidance and encouragement. Children listen and respond with enthusiasm. They cuddle each other and share toys without being asked to do so. The children develop a positive attitude to their learning. For example, very young children point to and learn the name of parts of their faces. They can name their 'eyes', 'ears' and 'nose', and guide the childminder to point where her eyes are.

Children persevere during activities. They are encouraged to be independent in small tasks, such as putting the lids back on the colouring pens. Children keep trying until they are successful. They smile proudly as the childminder praises their efforts, which helps to promote their self-esteem. The childminder takes time to discover children's interests and finds things to spark their curiosity. For instance, they use a real stethoscope to listen with fascination to their own heartbeat. They become curious and indicate that they want to listen to the childminder's heartbeat. They beam with delight and copy the words, 'bom bom' in tune with the beat.

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

- The childminder very effectively supports children's communication. She gives them words to express themselves and patiently listens to what they have to say. The childminder repeats words so that children can use them in their play. Children dance along to nursery rhymes and songs, which supports their growing vocabulary in a fun way.
- Partnership with parents is strong. Parents comment that their children adore the friendly childminder who provides a 'home from home' environment for their children. They appreciate the daily trips to the park or the beach and the rich activities that the childminder provides. Parents mention that children's home language and culture are extremely well supported by the childminder.
- The childminder has a good knowledge of the children and their families. She lets the children lead the play and plans activities based on their interests. The childminder monitors children closely to establish what they already know and can do. However, during small group activities the intention does not meet the learning needs of all the children. Consequently, a small number of children become disengaged and wander off.
- Children develop a good understanding of healthy practices. The childminder offers children a wide variety of fruit and vegetables for snacks. She regularly reminds them to drink plenty of water throughout the day. Children are given

daily opportunities to run around in local parks and visit the beach. They climb on tree trunks and run down slopes, squealing, 'ready, steady, go' with delight, closely monitored by the childminder.

- Children learn about people and cultures beyond their own experience. Different cultures are reflected in the resources and books that the childminder provides. The childminder gathers relevant information from families so that she can celebrate their culture and language in her home. As a result, children develop an understanding of the diverse world around them.
- The childminder demonstrates a sound understanding of how to support children with special educational and/or disabilities (SEND). She is aware of her responsibilities and has experience of working with outside agencies such as the local authority. This will ensure that children with SEND receive targeted support in order to make good progress in their learning and development.
- Children enjoy their time with the childminder. They develop strong relationships with other children who attend. For example, they enjoy playing indoors together, using their imaginations to 'make cups of tea' for the inspector. Outdoors, they giggle excitedly as they watch the pigeons feed on scraps. Children find a place to sit on a log and make sure there is room for their friends. They hold them close to keep them safe and prevent them from falling off.
- The childminder is reflective in her practice and strives to continue her professional knowledge. She has identified areas for her further training, such as effectively supporting bilingual children, helping children to manage their emotions and promoting children's positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding about her role in safeguarding children. She keeps up to date with safeguarding training which includes first-aid. She demonstrates a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. She knows exactly what to do should she have concerns about the welfare of a child in her care, or if an allegation is made against her or a member of her family. The childminder ensures that others living in the home have had suitability checks and are safe to be in the presence of children. She robustly checks for hazards when on daily outings.

What does the setting need to do to improve?

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

- plan activities more precisely to take account of children's identified next steps so they are challenged appropriately and remain focused and engaged in their learning.

Setting details

Unique reference number	2599189
Local authority	Brighton and Hove
Inspection number	10263021
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is based in Hove, Brighton & Hove. The childminder provides care Monday to Thursday, 8am till 4.30pm, all year round with the exception of family holidays. The childminder holds a certificate in childminding practice.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder demonstrated how she checks for hazards during a walk to the park.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- 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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