

Childminder report

Inspection date: 21 February 2024

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

The childminder generates positive relationships by offering children warm and sensitive care. Children behave well and demonstrate that they feel safe and secure. They confidently explore a range of resources that support their play and learning.

The childminder ignites children's curiosity as she provides planned activities to make binoculars and bird feeders. This follows on from a recent walk where children notice birds and show interest in them. The childminder invites children to touch the different items to make the bird feeders, including seeds and lard. Children show confidence as they engage in the sensory experience. The childminder weaves in new words linked to this activity. For example, she explains the lard is 'sticky and soft'. Children enjoy pressing the lard onto the apples and rolling them in the seed mix to make their bird feeders. This supports children's fine motor skills and they roll, push and manipulate the resources to make their bird feeders. Additionally, the childminder links this activity back to looking at pictures of birds children have seen on their walks. She also shares non-fiction books with them to look up pictures of other wildlife they have found. The childminder talks to children about their outings to help them remember what they saw. This helps children to make connections in their learning.

The childminder makes good use of local amenities. For instance, children get regular opportunities to explore the local beach, park and a meadow behind the childminder's home. She uses these outings to expose children to new words about what they notice during their daily walks. This helps children to learn about the natural world, people and communities.

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

- The childminder uses her qualification and experience working in the sector to help her to deliver an effective curriculum. She has a good understanding of what she wants to teach children and why. The childminder uses knowledge about each of the children, their levels of development and their interests, to inform her planning. This influences the daily routine, play spaces and activities children are exposed to. The range of experiences on offer introduces children to new ideas and also builds on what they already know, remember and can do.
- The childminder ensures that she attends regular training opportunities to keep her knowledge updated. This is to ensure that she can provide good-quality care and knows how to keep children safe. She understands a variety of child protection issues and recognises when children may be at risk and the action she must take. However, the childminder needs to build on her knowledge about how to keep children safe online.

- The childminder encourages parents to share information about their children and their families. As a result, the childminder is aware of children's learning and development needs. The childminder recognises the importance of supporting children with home languages and cultural heritage. This has yet to be fully embedded into practice. Nevertheless, children demonstrate that they are being supported to settle well and make good progress.
- The childminder places a strong emphasis on developing children's communication skills. She uses a variety of teaching methods to achieve this. For instance, the childminder finds teachable moments in daily routines to weave in words linked to children's experiences. This includes singing songs about washing hands prior to snack time and language to describe a butterfly they found. Children show good levels of concentration and enjoy listening to stories being read to them. Children attempt to say words linked to the pictures in the books. The childminder models the correct pronunciations so they have exposure to purposeful language. This contributes towards children hearing a wide range of words to extend their vocabulary.
- The childminder provides a variety of resources to support children at varying stages of their physical development. This includes walkers and wooden rockers for very young children taking their first steps. The childminder also provides equipment that provides more challenge, including a triangle frame and wobble board. This helps older children to build on their gross motor skills to develop core muscle strength and to practise how to climb and balance.
- The childminder provides meaningful interactions that support sustaining children's attention and concentration during their imaginative play. For example, while children enjoy playing with toy dolls, the childminder extends their play ideas. She provides additional play resources such as a cot and blanket and models how to settle the doll in the cot. Children are fascinated by this and mimic these actions, showing deep engagement in their play.

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:

- increase knowledge regarding e-safety to equip children of varying ages with an awareness of how to keep themselves safe online
- strengthen knowledge even further to support children who are learning English as an additional language.

Setting details

Unique reference number	2646094
Local authority	Brighton and Hove
Inspection number	10305412
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	0 to 1
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2021 and is based in Brighton, East Sussex. She provides care all year round Tuesday, Wednesday and Thursday from 8am to 4pm. The childminder holds a level 6 qualification and a paediatric first-aid qualification.

Information about this inspection

Inspector
Sherrie Nyss

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 inspector conducted a learning walk with the childminder to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspector spoke with the childminder at suitable times during the inspection.
- A joint observation was completed and discussed with the childminder.
- The inspector tracked children to establish what it is like for a child at the childminder's home.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting.
- The inspector looked at relevant documentation, such as evidence policies, attendance records and a range of certificates including proof of first-aid and safeguarding training.

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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