

Childminder report

Inspection date: 29 May 2025

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 is nurturing and fosters strong bonds with the children she cares for. As a result, children of all ages demonstrate they feel safe and happy in her care. They confidently seek her out for support and reassurance and to join their play. Children's voices are heard and respected by the responsive childminder. This helps them feel valued and develop a secure sense of themselves as their individual uniqueness is positively promoted.

Children have access to a broad and balanced curriculum. The childminder is thoughtful in her approach to children's learning. She plans activities that she knows children will enjoy and incorporates their own curiosities, as well as meeting their individual developmental needs. Consequently, children engage well and show motivation to learn and explore. This supports all children to make the good progress they are capable of.

The childminder is a positive role model for children of all ages. She has high but appropriate expectations for their behaviour and relays these through consistent messages to children. When minor conflicts arise, children are well supported. For instance, the childminder is quickly on hand to gently support and facilitate turn taking. This helps children to understand their own and others' emotions. These opportunities help all children to develop a clear understanding of behavioural expectations as they learn empathy and kindness within their early friendships.

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

- The childminder offers a daily pick-up and drop-off service for families. She also takes children on regular outings into the local community. This broadens children's social connections and enriches their experiences and understanding of the world around them. The childminder considers risk assessments well and teaches children how to keep themselves safe. For example, when on outings, she reminds children to stop, look and listen as they prepare to cross the road. However, due to an oversight, the childminder has not ensured the vehicle used to transport children is adequately insured. However, she is taking immediate action to put this right.
- The childminder implements a well-thought-out educational programme. As a result, children excitedly become absorbed in activities. The childminder plans tailored next steps for the children, building upon what they already know before introducing new skills and knowledge. She knows what she wants to teach children next, and why. This sets children up for future success.
- Children's communication and language development is well supported. Younger children have opportunities to hear simple, repetitive, clearly spoken words. Older children have opportunities to develop their conversational skills and learn

new words in context, such as 'petal' and 'stem'. This supports all children to broaden their vocabulary and become confident communicators.

- Children confidently self-select activities and make choices regarding their play. However, the childminder does not always recognise opportunities to consistently promote children's growing independence skills. For instance, at mealtimes, the childminder does simple tasks for some children that they could manage themselves. In addition, in her enthusiasm, on some occasions, the childminder's input during play does not always promote children to persist and complete things for themselves. Despite this, children are making good progress in their learning.
- The childminder regularly shares information with parents about their child's day and progress. Parents are highly complementary of the care and learning their children receive. They comment favourably on the close bonds the childminder creates with children. They particularly value the regular opportunities their children receive to explore the local community safely. However, the childminder has not yet established effective ways to work in partnership with other early years settings children attend. This does not ensure consistency in their shared care and learning.
- Children have access to various opportunities to develop their physical skills. For example, children enjoy negotiating space and manoeuvring their whole bodies safely in the indoor environment and when on outings. This supports their core muscle development. In addition to this, children develop their fine motor skills with confidence. For instance, children twist and turn train track pieces to connect them. This supports children's dexterity, increases their hand-eye coordination and ultimately prepares them for early writing.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure vehicles used to transport children are adequately insured.	06/06/2025

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

- maximise opportunities for children to do even more for themselves to further support their growing independence, in preparation for their next stage of learning
- establish partnerships with other early years settings children attend to strengthen the quality and consistency of children's shared care and learning experiences.

Setting details

Unique reference number	2704084
Local authority	Brighton and Hove
Inspection number	10398610
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 May 2023 and is located in Hove, near Brighton. She operates Monday to Friday, 8am to 6pm, all year round. Funding is accepted for the provision of free early years education for children aged from nine months to four years.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- The childminder and inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and inspector took part in a joint observation of a planned group-time activity.
- Parents shared their views of the childminder with the inspector.

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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