

Childminder report

Inspection date: 19 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

The dedicated, warm and welcoming childminder has children's learning firmly at the heart of her practice. Children develop the skills they need to be curious, imaginative life-long learners. The childminder designs her ambitious curriculum around children's interests and personalities to enrich their overall development. Children happily learn new skills in meaningful ways. This helps them improve their skills and successfully embed new learning and knowledge. For instance, they remember and recall that pasta is from Italy, when they talk about different foods.

The childminder creates a safe and exciting space for children to build on their interests and expand their knowledge. This helps children to develop exceptional concentration and focus. For instance, children persevere when linking beads, threading buttons and colouring-in detailed designs. They work with purpose and attention, wholly engaged in their task.

Children's behaviour is exemplary. The childminder teaches children simple rules to increase their social skills and to support their manners and behaviour. She is particularly skilled in supporting children to understand the needs and feelings of others. Children display kindness towards their friends when they express their support and comfort for one another while they play. With the consistent and loving guidance of the childminder, children develop respect and remarkable empathy.

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

- The childminder is a conscientious practitioner who has a deep understanding of children's development. She consistently reflects on how she can enhance her curriculum and, consequently, sequence children's learning in appropriate and significant ways. She uses observations from parents and her own assessments of children's development to precisely target their learning. This helps ensure that children receive the right support at the right time.
- Children's language and communication skills are excellent. Conversations between the children and the childminder are superb. Children take turns to speak and listen, responding appropriately to what they hear. The childminder expertly includes words from languages that children speak at home to reinforce the importance of those languages in children's lives.
- The childminder uses books, songs, props and puppets to support children's language, imagination and social skills. Children delight in helping the childminder decide what characters in a story are doing and feeling. They demonstrate excellent problem-solving skills when they predict what might happen next. For instance, they expertly work out how children in a story might feel included at a birthday party.

- The childminder skilfully supports children to gain excellent independence skills. She provides time and space for children to practise tasks, such as putting on their own shoes, cutting their own fruit and helping to tidy up. Children understand how hygiene routines, such as washing their hands, help to keep them healthy.
- The childminder supports children's physical development in exciting ways. For instance, she finds new places to challenge children's balance, coordination and spatial awareness when they visit the park and activity centres. Children demonstrate great hand-eye control when they play outside with a toy golf set and with rackets and balls. They have outstanding fine motor control when they draw, thread, use scissors and make patterns with tiny beads.
- The childminder provides an environment rich in words, shape and number. Children instantly recognise basic shapes alongside more complex ones, such as an oval and hexagon. They differentiate between light and dark colours and use positional language, such as 'next to' and 'opposite'. Children use mathematics spontaneously during play when they count and add up how old they will be on their next birthday.
- The childminder provides children with a broad range of resources and experiences to develop their awareness of their community and the world around them. For example, they learn about festivals and celebrate special days with other groups of children. This expands children's social contacts and helps them understand the similarities and differences between themselves and others. For instance, children recall trying to eat using chopsticks during Chinese New Year. Children notice features in the natural world. For example, they delight in watching a rooftop nest outside and talk excitedly about the baby birds getting ready to fly.
- From the outset, the childminder replicates children's routines from home to create consistency in their care. She builds on what parents tell her about their children's development and shares insights with them to boost children's learning at home. Her excellent partnership with parents creates seamless support for children's success and achievements.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY287558
Local authority	Brighton and Hove
Inspection number	10346992
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	4 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2004. She lives in the Hangleton area of Hove, East Sussex. The childminder operates for 50 weeks of the year, from 8am to 7pm, Monday to Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Martin

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 childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector about what they enjoy doing with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents.
- 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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