

Childminder report

Inspection date:

30 April 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children feel happy and secure in the childminder's after-school provision. The childminder ensures that children feel welcomed into her home and that she listens to their thoughts and opinions. The childminder has high expectations for children's behaviour. She encourages children to be polite and considerate towards each other. Children say please and thank you and older children are particularly nurturing towards the younger children. Children have great fun practising their physical skills at the childminder's. She provides a range of activities, both inside and outside. Children chase after bubbles in the garden and during mealtimes eat from a range of nutritious home-cooked food. They thoroughly enjoy planned outings to play areas and parks.

The calm and friendly childminder is a positive role model for the children. She listens to children and responds to them immediately if they need help. The childminder ensures she is fully inclusive of all the children into her setting, including those children with special educational needs and/or disabilities (SEND). Children of all ages and capabilities take part in an exciting programme of activities. Children enjoy their time with the childminder. They develop strong bonds with other children who attend. They talk to the childminder about the favourite television programmes that they like to watch. Children say, 'I love it here. I get to do so many different things.'

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

- The childminder develops positive partnerships with professionals, such as teachers from the local school. She receives and shares information of importance at the end of the school day. This information is shared with parents, which ensures continuity of care. Parents mention that the childminder is attentive and caring and that they feel lucky to have their children cared for in a home-from-home environment. They say that their children are happy and safe and that they 'adore' the childminder.
- The childminder has robust procedures in place to help minimise the risk of accidents in her after-school provision. She ensures her premises are kept secure at all times. There are clear collection procedures in place so that children only go home with a named adult at the end of the day. The childminder has a sound understanding on how to respond to signs and symptoms of abuse. She knows the actions to take if an allegation is made against her. The childminder ensures that the appropriate suitability checks are carried out on other adults living in the home.
- The childminder gets to know individual children well. She has a good understanding of what makes children unique. The childminder skilfully pitches

her approach to accommodate the varying capabilities and interests of each child. She demonstrates her knowledge of the procedures to follow if she should have concerns about a child's development, which includes talking to parents and other professionals.

- The childminder evaluates the service she provides effectively . She actively seeks ideas from the children and uses this information to plan for future activities. She responds well to the ways in which children like different activities and have unique interests. For example, when planning outside trips she ensures that those quieter children and those children with SEND have spaces that are not too busy or overwhelming. This approach supports children's emotional health and well-being.
- Young children are beginning to demonstrate a simple understanding of their different emotions. They use a picture board to show the inspector a 'happy' face and a 'sad' face. Children beam and say, 'I'm not sad.' Children begin to link their vocabulary to the pictures on the visual board and learn the language of emotions. This supports children to find the words to name their feelings.
- Some children demonstrate independent skills. They put their belongings away and wash and dry their own hands. However, there are times when the childminder helps younger children with tasks that they are capable of doing for themselves. As a result, some younger children do not develop the same independence skills as older children.

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	EY298645
Local authority	Brighton and Hove
Inspection number	10335862
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	5 to 11
Total number of places	5
Number of children on roll	5
Date of previous inspection	29 June 2018

Information about this early years setting

The childminder registered in 2005 and lives in Hove, East Sussex. She operates an after-school provision on Tuesdays and Wednesdays, term time only from 3.30pm to 6pm. The childminder also operates ad hoc holiday care in the school holidays.

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 provider.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of children and parents during the inspection.
- The childminder discussed how she ensures that the premises are safe and suitable for children to play in.

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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