

Childminder report

Inspection date: 10 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their day. They wave goodbye to their parents with confidence. Children receive a warm and friendly welcome from the nurturing childminder. Children feel safe and comfortable in the childminder's inviting and well-organised play space. Children confidently come to the childminder and signal that they would like a cuddle. She provides children with plenty of reassurance and support to help them to settle in. The childminder, who also works with a co-childminder, talks to children about their families. Children feel secure as they build close and sensitive relationships with the childminder.

The childminder has passionately devised a broad and meaningful curriculum. Children benefit from a wide range of rich experiences in the local and wider community. For example, they visit a variety of different beaches. The childminder talks to children about the after-effects of a storm. They hunt for different items on the beach together. Young children learn words such as 'starfish' and 'lobster pot'. This supports children to discover more about the world around them. Children demonstrate highly positive attitudes to learning through discovery and exploration.

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

- The childminder increases children's language skills. For example, she provides young children with plenty of time to speak during conversations. Furthermore, the childminder speaks steadily and clearly to children. As they play, she provides them with new words, such as 'balloon' and 'kick', to build their vocabulary. Children receive a high level of support with communication.
- Children frequently enjoy a range of exciting books with the childminder and co-childminder. Children choose them independently and take them to the childminder to read. She is animated and engaging, which keeps children interested. Furthermore, the childminder takes children to the library to learn about borrowing books. They also engage in rhyming and singing sessions. Children's love of reading and language is fully fostered.
- Interactions between the childminder and children overall are of high quality. She understands their individual needs well and plans activities that are fun and immersive. Occasionally, activities are not planned precisely enough to build on what older children already know and can do. Therefore, at times, activities are not delivered as effectively as intended, and children's knowledge is not consistently extended.
- Children are provided with a range of activities that support them to develop key physical skills. For example, the childminder takes children to local country parks and soft-play centres. The childminder uses these opportunities to support children's independence and risk-taking confidence. Children learn how to move their bodies freely and enjoy large open spaces.

- Children learn about the differences and similarities between themselves and others. They visit places of worship and community centres. The childminder uses these opportunities to talk to children about the diversity of the city they live in. Children gain information that increases their knowledge of modern Britain.
- The childminder encourages children to actively engage for longer periods during activities. She prepares activities that excite and interest children. For example, she blows cold air from a hairdryer and encourages children to drop a hollow ball above the stream of air. They participate with enthusiasm and wonder as the balls float and fall off. Children are absorbed in their learning.
- Professional development and training is of high priority to the childminder. She regularly uses new research and knowledge to enhance and inspire her practice. The childminder has recently completed training that has heightened her understanding of subjects such as science in the early years. Through this, standards of teaching are raised consistently.
- Parents speak highly of the childminder. They explain how well informed they feel about children's learning. Where children have other professionals involved in their care, the childminder works in partnership with them to implement collaborative strategies where necessary. Children benefit from a shared approach to their learning.

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:

- develop how precisely activities are planned to ensure that intended learning is delivered effectively.

Setting details

Unique reference number	EY336584
Local authority	Brighton and Hove
Inspection number	10365569
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 2
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 February 2020

Information about this early years setting

The childminder registered in 2006 and lives in Brighton, East Sussex. She also works with a co-childminder. The childminder operates from 6.30am to 8.30pm, Monday to Friday. Care can also be provided at weekends. The childminder provides government-funded education for children between the ages of 9 months and 4 years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on the children's learning.
- Parents shared their views of the childminder with the inspector.
- 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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