

Childminder report

Inspection date: 2 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the nurturing environment that the childminder has created for them. They confidently welcome visitors. The childminder treats children with respect. She has high expectations for children's behaviour and is an excellent role model. Children are calm and considerate and use good manners. They look after toys and are keen to help clear them away when it is time to tidy up.

Children receive plenty of praise for demonstrating a positive attitude to their learning. They beam with pride and clap their hands when they are successful in carrying out tasks independently, such as manipulating a strap correctly on a chair. The skilled childminder is very good at extending children's learning opportunities. For example, she teaches children how to break down a word to successfully pronounce dinosaur names in English and their home language. Children learn that the word 'T-Rex' is short for 'tyrannosaurus'. They become excited and are keen to show the inspector a book where the dinosaur has very sharp teeth.

The childminder demonstrates strong emotional attachments with the children. She shares cuddles with the children, and her home is full of the sound of laughter. The childminder supports children's emotional needs very well.

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

- The childminder knows children very well. She ensures that children access a broad curriculum through activities, routines and a large selection of stories. Children listen to stories being read in a combination of English and French, which supports their growing vocabulary well. During story time, children respond with squeals of excitement and exclaim, 'There's no such thing as a Gruffalo!' Children demonstrate their enthusiasm for regular trips to the library. Younger children look at books and point at the pictures.
- The childminder is experienced at using assessment to highlight and support any gaps in children's learning. This helps to identify what children need to learn next. This targeted approach allows the childminder to sequence children's learning and seek the help of other professionals, such as speech and language therapists, if needed. The childminder shares children's milestones and learning and development goals with parents.
- The childminder encourages children to ask questions during activities, which supports their passion for new knowledge. Children play educational games that support them to share and take turns. However, there are times when younger children lose interest as activities are pitched too high or go on for too long. Consequently, on occasion, younger children do not have the same learning opportunities. Despite this, overall, children make very good progress from their

starting points.

- The childminder has good professional partnerships with parents. She records detailed information about children before they settle in. This allows the childminder to plan a curriculum that is based on children's existing knowledge and current interests. Parents say that the childminder communicates very effectively about children's progress. However, links with other settings that children attend are not fully maintained. As a result, the continuity of care and learning for children is not fully consistent.
- The childminder demonstrates a secure understanding of how to safeguard children. She knows the signs that indicate a child might be at risk of harm and the correct procedures to follow if she is concerned about the welfare of a child. The childminder is vigilant in the supervision of children. For example, she monitors children closely as they eat. Children know that they must not put too much food in their mouth. The childminder's premises are clean and clear of obstacles. This minimises the risk of tripping accidents.
- Children have a strong understanding of healthy lifestyles. They have plenty of opportunities for outside play, and they get lots of exercise. The childminder promotes a healthy diet and explains why it is important to drink water after playing. Children enjoy activities such as looking at books together, to learn about oral health and the importance of looking after their teeth. They remember this information later in the day as they recall a discussion about dinosaurs' teeth. They exclaim, 'I brush my teeth!'

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:

- strengthen skills in engaging younger children and helping them remain focused during activities
- develop links with staff at other early years settings children attend, to share information and build the strongest picture of children's learning and development.

Setting details

Unique reference number	EY391189
Local authority	Brighton and Hove
Inspection number	10335161
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	1 to 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	6 June 2018

Information about this early years setting

The childminder registered in 2009 and lives in Brighton, East Sussex. She operates all year round from 8am to 6pm, Wednesday and Thursday. The childminder holds a childcare qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector took account of the views of parents during the inspection.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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