

Childminder report

Inspection date: 2 October 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 very happy and settled in this nurturing, caring, homely environment. The childminder knows the children well. She forms close bonds with them and they approach her happily and confidently for cuddles and reassurance. Children demonstrate how secure they feel as they invite her into their play. They snuggle onto her lap and enjoy looking at books together.

The childminder promotes a very positive environment. She teaches children how to look after their toys and put them back when they have finished playing with them. Children follow these simple rules well. They are kind and courteous to one another and share their toys willingly.

Children develop the skills they need for future learning. The childminder encourages children to keep trying when tasks are tricky. She gives gentle support and lots of praise. Children persevere with tasks and find different ways to do things. The childminder actively celebrates their achievements with 'high fives', which children respond to excitedly. Even younger children hold their hands up for a 'high five' and clap their hands with joy when they achieve what they set out to do. This boosts children's self-esteem and their confidence to try new things.

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

- The childminder offers a professional, well-organised service. She knows the children and families well and plans a programme of activities she knows will interest children and build on their learning and development. Parents confirm how much their children enjoy attending. A good amount of information is displayed for parents' reference to help them understand teaching strategies, such as the 'sign of the week' and other policy details. This enables parents to continue to support children's learning at home.
- The childminder carefully observes what children are doing. She knows when to interact with children to offer extra support, or to allow them time to explore independently. This enables children to become more focused in their learning. The childminder's skilful interaction means children's play is not adversely interrupted.
- Children's language skills are promoted particularly well. The childminder talks to children as they play. She narrates what they are doing and teaches children new words. Children visit the local library regularly to choose new books and to foster a love of stories. Older children enjoy using books to support their learning and activities. For example, the childminder provides reference books about dinosaurs for children to explore. Children delight in choosing recipes from cookbooks to help support their baking activities.
- The curriculum is delivered well and enables children to deepen their knowledge

and understanding. For example, the childminder focuses specifically on learning outside. Children help to look after an extensive range of fruits, herbs and vegetables in the garden. The childminder enables children to watch plants grow from seed and helps them learn the origins of food. For example, children pick the pumpkins they have grown themselves and talk about how they will carve them out ready for Hallowe'en. Children choose from herbs in the garden and delight in smelling the leaves and using them in their play.

- Overall, teaching is good. The childminder clearly understands how each child likes to play and learn and encourages every child to be independent. She divides her attention well between children and offers plenty of support. Children make their own choices and are confident to try new things. However, at times, the childminder does not focus teaching precisely on the most important things that individual children need to learn next, for example, to help prepare them for moving on to nursery.
- From a young age, children learn about the importance of protecting the environment. The childminder teaches children simple strategies to make them more aware of the importance of reducing waste. For example, after snack time, children know they put their fruit peelings in the compost bin, and these are used later on to help the plants grow in the garden. Children understand the importance of recycling paper and other re-usable materials. They put their papers and packets in the bin and understand why this is important to help the environment.

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 teaching further to focus more closely on the skills individual children need to help prepare them for future learning.

Setting details

Unique reference number	EY448733
Local authority	Brighton and Hove
Inspection number	10365948
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 2012. She lives in Brighton, East Sussex. The childminder offers care Monday to Friday, from 7.30am to 6pm, throughout the year.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the childminder interacting with children and assessed the impact this has on children's learning.
- The childminder explained how she plans for children's learning and what she does to keep children safe.
- Written feedback from parents was looked at and their views were taken into account.
- The inspector checked areas of the home used by children to make sure they were safe.

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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