

# Childminder report

<b>Inspection date</b>	15 October 2018
Previous inspection date	7 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The childminder is sensitive to children's individual needs and supports their emotional development well. Children form close bonds with the childminder, her co-childminder and their assistants. They feel safe and secure.
- Children take part in a wide variety of activities that the childminder plans based on a good knowledge of their interests and abilities. The childminder makes good use of links with the local community to help broaden children's experiences. For instance, they visit friends they have made at a local nursing home on a weekly basis. Children make good progress in their development.
- There are strong partnerships with parents. The childminder keeps them well informed and works with them closely. For example, they agree a shared approach to supporting children's learning and well-being.
- The childminder constantly reflects on her practice in conjunction with her co-childminder and their assistants. She is keen to drive forward continual improvements. For instance, since the last inspection they have added further resources to the garden, to offer children exciting new challenges and experiences.

### It is not yet outstanding because:

- The childminder does not make full use of her good knowledge of children's development to monitor their ongoing progress from their starting points as closely as possible.
- On occasion, the childminder misses some opportunities to help children develop their independence and self-care skills even further in readiness for school.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the monitoring of children's progress from their starting points, to help identify any gaps in their learning as quickly as possible
- extend opportunities for children to manage tasks by themselves, to help them gain even greater independence in their self-care.

### Inspection activities

- The inspector observed children taking part in activities with the childminder, her co-childminder and her assistant, and assessed the impact this has on children's learning.
- The inspector had discussions with the childminder about her practice and children's learning and development, and evaluated an activity with her.
- The inspector looked around the areas of the home used by children.
- The inspector sampled paperwork and some of the children's learning journals.
- The inspector read written feedback from parents and took account of their views.

### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of her responsibilities towards the children in her care. She makes sure any assistants are suitable for their role and supports them effectively. For instance, she shares what she learns on courses and meets with them to review their performance and identify training needs. She has a good understanding of child protection procedures and knows how to recognise and report any concerns about a child's welfare. The childminder makes good use of what she learns on courses to help develop the provision. For instance, a course helped her develop the support for children's early language and communication skills.

### Quality of teaching, learning and assessment is good

The childminder guides children's learning effectively and makes activities enjoyable. For instance, children joined in with a singing session with musical instruments enthusiastically. She makes effective use of opportunities to encourage children's mathematical skills, such as working out how many ducks are left when one swims away. The childminder supports children's communication skills successfully, for instance she repeats new words for young children. She offers children good opportunities to be creative and use their imaginations. For instance, she runs a weekly 'messy play' session with her co-childminder in a local hall. The childminder observes children and gets to know them well. She makes sure effective plans are in place to support children and works closely with other professionals where required.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She has a warm, caring approach and offers children gentle reassurance and praise. For instance, she attends to children who feel unwell sensitively and they enjoy a comforting cuddle. Children behave well. The childminder teaches them useful skills and knowledge to help keep them healthy and safe. For instance, children help tidy up so that no-one trips over the toys and they remember to wash their hands after playing outdoors. They benefit from nutritious homemade meals and snacks. Children enjoy being active and have fun in the garden. They practise their physical skills during activities, such as building with large bricks or washing the play equipment with big sponges.

### Outcomes for children are good

Children are happy and settled. They develop strong social skills and play happily together, learning to share and take turns with the equipment. Younger children enjoy exploring their environment. They develop their physical skills, such as beginning to walk. Older children begin to recognise their name. They count and compare size as they play. Children listen attentively to stories and show an interest in books, They communicate well and join in conversations. They experiment and explore as they mix ingredients in the mud kitchen. Children become engrossed in activities and concentrate well. They quickly gain new skills. They are well prepared for their future learning and for the move on to school.

## Setting details

<b>Unique reference number</b>	EY347436
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10061743
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	27
<b>Date of previous inspection</b>	7 December 2015

The childminder registered in 2007 and lives in Portslade, East Sussex. She works with a co-childminder and they employ several assistants who work part time. The childminder holds a relevant childcare qualification at level 3. She operates throughout the year from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

