

# Childminder report

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Inspection date: 12 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder knows children very well and plans activities that stimulate and challenge them. Children show high levels of excitement and enthusiasm during experiences. Children have a strong relationship with the childminder. She supports children's self-esteem exceptionally well. She praises children and encourages them to have a go at new activities and to keep trying. Children learn to have a can-do attitude and become resilient learners. They are learning how to identify and manage their emotions and they feel safe with the childminder. She gives children responsibilities as part of the daily routine and they quickly become highly independent from a young age. The childminder plays alongside children, constantly interacting with them, promoting their enjoyment and achievement through play. She listens to what children say and talks to them to encourage their communication and language development. The childminder actively promotes a love of books, and time to explore books for pleasure is planned into the week. The childminder brings books alive and captures children's imaginations as she reads their favourite stories. Children show excitement as they hunt for different sized bears hidden around the house.

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

- Children make good progress across the curriculum. The childminder knows children's individual needs and interests very well. She makes effective use of the information from her assessments to close any gaps in their learning, and to plan a variety of age-appropriate activities. Children's mathematical skills are promoted through everyday activities and routines, such as counting how many peas are inside pea pods.
- The childminder has strong partnerships with parents. They work closely together to help embed continuity and consistency for children's development. Parents provide evidence of children's 'wow' moments at home and regular updates about key family events. They state positively that they value the help and thoughtful advice from the childminder to support home learning.
- The childminder promotes children's language development well. For instance, she playfully engages in verbal play with younger children. She asks older children to describe their creations and listens with interest to their responses. However, work to improve recognition of written print in the environment is less well developed, to further enhance their literacy skills.
- Children learn about the differences and similarities between themselves and others, for example as they explore different cultural festivals. They show respect and kindness to their peers and develop early friendships.
- Children behave very well. They understand the expectations and boundaries, and independently follow routines. Children play alongside each other, interacting and extending each other's play as they offer toys, resources and

ideas. Older children are very considerate of the younger ones in all activities. For example, they help younger children to manage their food and put on their shoes for outdoor play.

- The childminder promotes an awareness of healthy eating exceptionally well. For example, children grow produce, which they help the childminder prepare and eat at her setting. In addition, the childminder has discussions with children to explore foods that are healthy, and those we should eat occasionally.
- Children relish the wide range of outings to parks, sea life centres and drop-in groups. However, the childminder has not fully developed the outdoors to reflect the same stimulating learning experiences that children benefit from indoors.
- The childminder is well qualified. She seeks training in various forms to further enhance her knowledge to help children, including those with special educational needs and/or disabilities, to move on to their next stage. The childminder shares practice and ideas with other childminders, which helps her to challenge children with a wide range of experiences to benefit them now and in the future. Children are developing the key skills they require for their next stage in learning, including school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is conscientious and dedicated to her role. She ensures that children's safety is her first priority. The childminder carries out rigorous risk assessments of her setting and outings. She teaches children to keep themselves safe, for example when out walking and crossing the roads. The childminder is alert to potential signs of abuse. She knows what to do in the event of any concerns she may have about a child's safety or welfare. The childminder has attended training about wider safeguarding issues and has ensured her procedures are up to date.

## What does the setting need to do to improve?

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

- provide more opportunities for children to see, and begin to recognise, the printed word in the environment to help enrich their early reading skills
- offer children who prefer playing and learning outdoors a wider variety of interesting and stimulating experiences to help them extend their learning.

## Setting details

<b>Unique reference number</b>	EY548590
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10108269
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Hove, East Sussex. She operates Monday to Friday from 8am to 5.30pm all year round, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Shan Jones

### Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact on children's learning.
- The inspector interacted with children at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of people living in the household.
- The inspector took account of the views of parents from their written feedback.

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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