

# Childminder report

---

Inspection date: 15 January 2020

<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	Outstanding
----------------------------------------------	-------------

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

### The provision is good

Children enjoy their time with the childminder. They smile and become excited as they play together and enjoy the planned activities. For instance, children squeal with excitement as they learn how to blow through a straw to make bubbles appear in water. The childminder provides an inviting environment, where children are well cared for and feel safe and protected. Children benefit from the close interactions, which help them to feel settled and develop good levels of emotional well-being ready for their future lives.

The childminder enthusiastically plays alongside the children, steering their learning in different directions, building on prior knowledge. For example, the childminder extends the words children use, such as 'slimy' or 'patterns' as they explore the details on an ice cube. This supports children's language skills. Children show fascination and focus for periods of time as the childminder follows their interests. For instance, children concentrate as they manipulate tools to cut up a piece of fruit. As a result, children build their self-esteem and adopt positive attitudes towards learning.

Children enjoy a range of rich daily outings, which extend children's understanding of the local community. For instance, children build muscle strength as they visit the local park and learn about the natural world as they talk about things they see and hear at the beach.

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

- The childminder is keen and passionate about what she does and strives to provide rich learning opportunities for the children she cares for. She understands the importance of self-evaluation and how this helps to raise the quality of the service. Recently, she has adapted the learning environment to include a cosy area where children can spend some quiet time to relax, talk and look at books.
- In her spare time, the childminder continues to develop her skills to support her good practice, such as through reading about child psychology and completing online training. As a result, she uses her knowledge of emotional intelligence to support children to express and manage their feelings more effectively.
- The children build resilience and confidence. The childminder understands the value of providing children with opportunities to develop the skills of independence. Despite this, the childminder does not always give children the opportunity to do things for themselves.
- The childminder talks in French and English to the children. This supports those children whose home language is French, extending their home language skills. In addition, it teaches other children key words and phrases. This helps children

to understand that there are cultures beyond their own.

- The childminder repeats back words, supports children to build sentences and talks to children as they play. She supports children's communication and language skills well. However, in her enthusiasm to engage with the children, she does not always give the children enough time to think of ideas.
- Children behave very well. The childminder supports children to regulate their behaviour and understand how their behaviour has an impact on others. Children share, take turns and negotiate. For instance, children happily share the spoons once they have used their counting skills to work out that they have more than enough to have one each.
- The childminder forges warm, friendly and nurturing relationships with the children. She uses positive praise which motivates children to have a go. For instance, children savour the opportunity to ease the ice cubes out of a pot, so that they can watch the splash they make in the water as they drop.
- The childminder promotes children's health and well-being. She encourages children to make good-quality food choices. She considers how the texture, colour and shape of food excites children to try it, broadening the range of food they eat. Children enjoy a range of healthy, organic food and enjoy fresh air as they take trips out.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect. She knows the referral processes to follow if she has a concern. The childminder keeps up to date with mandatory training. Her safeguarding knowledge is effective. However, the childminder needs to further sharpen the policy for ensuring the use of cameras and mobiles phones is explicitly clear, particularly when caring for older children. Children are kept safe as she ensures that her home is suitable and well prepared before children arrive.

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

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

- strengthen opportunities to extend children's learning further so that they are afforded time to think for themselves and develop their thinking and communication skills even more
- provide children with more opportunities to consistently develop their skills of independence, particularly around aspects of self-care skills
- sharpen further the safeguarding policy so that it is clearer on the use of cameras and mobile phones, particularly when caring for older children.

## Setting details

<b>Unique reference number</b>	EY410982
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10136628
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	15 October 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Tunbridge Wells, Kent. She operates on Monday afternoons and on Tuesday to Friday from 7.30am to 6.30pm, all year round. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Adam Hawes

### Inspection activities

- The inspector reviewed relevant statutory documentation, qualifications and policies used by the childminder.
- Discussions were held with the childminder and feedback from parents was taken into consideration.
- The inspector spoke to children during the inspection.
- The childminder and inspector discussed how the early years provision is organised and how the childminder plans activities for the children.
- The inspector held discussions with the childminder to assess her knowledge and understanding of the safeguarding and welfare requirements.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020