

Childminder report

Inspection date: 9 June 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the childminder's welcoming home. They are happy and confident. Children settle well when they start with the childminder and quickly form close attachments to her. Children seek her out for cuddles and reassurance, and to involve her in their play.

The childminder has high expectations of children and she builds on their self-esteem and confidence through praise and encouragement. Children have access to a wide range of toys that match their interests and stages of development. They engage well in their play and show a positive attitude towards learning. For example, children enjoy exploring a toy rocket and fitting people and alien figures into its different spaces. Children develop their coordination and finger skills as they open and close a range of different pieces on a puzzle board.

Children behave well. The childminder is a good role model and has a calm and consistent approach to managing children's behaviour. Children learn to use 'kind hands' and develop good manners, for example saying 'please' and 'thank you' to each other. Children interact well with the childminder, who closely supervises them during the day. The childminder does not have a valid first-aid certificate, as required, as it has recently expired. However, she has taken steps to book on an appropriate first-aid course and demonstrates a secure knowledge of how to treat any injuries or accidents.

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

- The childminder places children at the centre of her day and supports their play well. She regularly observes children and has a good knowledge of what they can do. The childminder provides children with challenge and encourages them to persevere. She provides children with clear instructions and demonstrations to support them learning new skills. For example, demonstrating to children how to use the hose so they can independently use it to fill the water tray and water the plants.
- Children are offered a wide range of experiences to develop their knowledge and interest of the world around them. The children are able to practise and build on their physical skills as they use the equipment in the park and collect things from walks in the woods to press into clay.
- The childminder is part of a network of childminders and liaises with them regularly, sharing ideas and good practice. She is aware that strengthening her knowledge of how to identify and implement next steps in children's learning more effectively will improve how she supports their progress.
- Partnership with parents is strong. The childminder works closely with parents when children join to find out information about their care needs and interests.

She gives feedback to parents about children's daily experiences and care routines. Parents speak highly of the childminder. They share how they appreciate the support she offers to them and how settled their children are. Some children attend other provisions and the childminder has still to develop links with these settings to promote a greater consistency in children's learning.

- The childminder is kind, caring and attentive. She notices when children are hungry, upset or tired and responds sensitively to their individual needs. The childminder ensures good hygiene routines, such as when she wipes younger children's noses and ensures their hands are clean. The children enjoy a range of healthy snacks, such as fruit and rice cakes.
- The childminder supports children's language and communication development well. She extends their skills through effective interaction. For example, she repeats words and phrases back to them and introduces new words into young children's vocabulary. The childminder introduces mathematical language into children's play. She talks about them having 'more or less' as children scoop pasta and place it into different pots.
- The childminder reflects on the service she provides and identifies ways to improve. For example, she has been researching children's different learning styles and sourcing a course to enhance their outdoor learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that may indicate a child may be at risk of harm. She knows what action to take should she be concerned about a child. The childminder understands who to contact should an allegation be made against herself or a member of her family. The childminder keeps her knowledge of safeguarding up to date through regular safeguarding training. She has a clear understanding of wider safeguarding issues, such as preventing children from extreme views and behaviours.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure a relevant first-aid qualification is maintained at all times.	07/07/2021

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

- strengthen knowledge on the process for identifying and implementing children's

next steps in learning to more effectively support their progress

- develop arrangements for sharing information with other provisions children also attend to help promote a more consistent approach to their learning.

Setting details

Unique reference number	EY559693
Local authority	Brighton and Hove
Inspection number	10190306
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	0 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Brighton, East Sussex. The childminder works from 8 am to 6pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Parents' views were considered from online feedback and in person.
- The inspector viewed the areas of the childminder's home that children use, both indoors and outdoors.
- The inspector held a number of discussions with the childminder. She looked at a selection of documentation, such as the safeguarding policy, and suitability of the childminder and adults living on the premises.

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

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E: enquiries@ofsted.gov.uk
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