

# Childminder report

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Inspection date: 21 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not Met (with actions)
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## What is it like to attend this early years setting?

### The provision is good

Children thoroughly enjoy their time with the childminder. They play, learn and explore in a family environment, which the childminder plans successfully to enable children to gain skills for the future. Children show a great desire to learn. They gain a good knowledge of the world around them, including further afield. For example, they understand how a duck hatches from an egg through first-hand experience. They collect eggs laid by the chickens in the garden and learn how to care for the childminder's animals. Children giggled as they were splashed by the ducks taking a bath. They learn many new words during these times, including 'preening', which the childminder explains in simple terms that they fully understand.

Children are learning how to share and take turns and receive effective support from the childminder to aid their learning. For example, she offered praise when a child said that they were giving one of the fishing rods to the other child so that they could play together. She also thanks children for listening to her instructions or guidance and show that they have understood by agreeing and following the required action.

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

- The childminder skilfully extends children's activities. For example, the children were pretending to make iced tea to drink and the childminder provided some ice for them to add to their cups. This then led to observations of what happened to the ice as it melted and turned from a solid to a liquid.
- Children take the lead in their play and choose from the good variety of activities and resources on offer. For example, they take great delight in paddling in the pool, exploring how, with using trumpets, they can make bubbles in the water and also to pour water from one through the other. This supports their imaginative and experimental skills.
- The childminder shares information with parents about children's learning and development on a daily basis, both verbally and in a daily diary. She has omitted to complete the required progress check for children between the age of two to three years, as required. However, this does not have a significant impact on children's learning as she does share this information with parents in other ways.
- The childminder knows the children in her care well. She identifies any potential gaps in children's learning promptly, to help ensure that they do not fall behind in their development. She understands that children learn skills in stages and through repetition and also that children learn at different rates and in different ways.
- Partnerships with parents are good. Parents comment that the childminder provides stimulating activities and that they are 'happy and relaxed knowing that

they are cared for in such an inclusive environment'. The childminder offers support to families as a whole unit and works with them to provide good quality outcomes for children.

- The childminder ensures that she completes required training courses, including safeguarding and first aid. She uses her previous knowledge of caring for children with special educational needs and/or disabilities to support her in her work. She has not yet explored further professional development opportunities to enhance her learning. For example, training to help support children learning English as an additional language even more effectively.
- Children behave well and work together for a chosen goal. For example, they managed to set out the skittles independently and then knocked them as they rolled the balls. They then returned to the skittles to set them up again. This helps children to develop good levels of concentration and perseverance.
- The childminder provides children with a healthy diet and ensures that they receive plenty of fresh air and exercise. This may be in the childminder's garden or out on worthwhile outings to local produce markets. Here, they gain a secure understanding of where food comes from and the skills they need to make purchases. Children also help to plant, tend and harvest crops at the childminder's vegetable patch. This engages their interest in insects that may nibble the produce but also those that help pollinate the crops.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. This includes how to refer concerns about a child in her care and also in the event that an allegation is made about her or a household member. The childminder is fully aware of the wider aspects of safeguarding and how to identify when children are at risk from extreme views or behaviours. She has up to date information to protect the children in her care from harm. The childminder risk assesses her home throughout the day and provides gentle reminders to children about their own personal safety.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
complete the required written progress check for children between the ages of two and three years that provides a short summary of children's development.	28/07/2021

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

- enhance professional development opportunities to further support children learning English as an additional language.

## Setting details

<b>Unique reference number</b>	EY392845
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10202444
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	10 August 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Brighton, East Sussex. She operates from Monday to Friday from 7am to 7pm.

## Information about this inspection

### Inspector

Helen Penticost

### 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.
- The childminder and the inspector completed a learning walk together.
- The inspector jointly observed children's learning with the childminder.
- Parents shared their views about the setting with the inspector.

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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