

# Childminder report

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Inspection date: 12 January 2022

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

### The provision is good

Children feel completely at home with the caring and attentive childminder. They confidently explore the nurturing environment and make easy choices in their play. For example, young children enjoy developing imaginary play together and working in a pretend café. They are very sociable and eagerly share their play and experiences together, demonstrating strong early friendships.

Children spend a lot of time out and about, exploring the local community. They interact with and learn about different people as they visit local restaurants, parks, and play groups with the childminder. Children are physically active and benefit from plenty of exercise as they walk the childminder's dog and explore nearby woodlands. Children show strong physical development and potty train from an early age with the childminder's support.

Young children are independent and enjoy managing tasks for themselves, with warm praise and encouragement. For example, they learn a fun way to put on their own coats and blow their own noses when they need to. Children respond well to the childminder's challenges and show a positive attitude to learning. They enjoy answering questions and thinking of their own ideas. For example, children name colours as they paint, discuss what they can see out of the window, and describe their imaginary play.

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

- The childminder is well qualified and experienced. She focuses on children's interests well to help them engage in her well-planned curriculum. For example, she introduced non-fiction books on cars to meet children's developing interests. Children enjoy going on walks to spot different cars, which they look up in the books to extend their knowledge. Children are keen to learn and show an early enjoyment of books and literacy.
- The childminder knows the children well and assesses their development closely. She plans effectively for children's next steps in learning and uses her interactions well to support and guide children's development. For example, during the inspection, the childminder froze some sea creature toys in ice and challenged the children to break them out. Children learned that ice is frozen water and how heat can melt it, helping them to free the toys.
- Overall, the childminder supports children's language development well. She encourages lots of conversation with two-year-old children, asking them plenty of questions and teaching them new words. For instance, as children explored a toy pirate ship, she introduced the word 'gold' to describe the treasure. However, the childminder does not consistently support younger toddlers' early language development to the same high levels. She sometimes focuses too

much on the older children and does not respond to younger children's attempts at speech to model clear and simple language.

- The caring childminder is a very positive influence on children and acts as a strong role model. She sensitively and consistently teaches them the right way to behave and gives clear messages about her expectations. Subsequently, young children learn to be kind and respectful of others. They happily share their play with others and listen carefully to what the childminder says. Children very much enjoy helping to look after the childminder's pet dog and show good care as they gently stroke him and give him treats.
- Although the childminder supports children's learning well, overall, her support for mathematics is not fully effective at times. She does not consistently build on children's interest in numbers or their early understanding of shape. There is room to develop children's good mathematics skills further.
- The childminder successfully includes and engages parents in their children's learning. She regularly discusses children's development and gives parents helpful ideas to support further learning at home. The childminder keeps her own knowledge, skills and practice up to date and ever improving. She keenly attends training and shares expertise with other professionals. Since the last inspection, the childminder has completed her paediatric first-aid qualification to ensure all requirements are met. She has identified her next focus for learning is to develop her understanding of open-ended play and forest school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through training, research into wider issues, and discussion with other professionals. She has a good understanding of the signs that may indicate a concern about children's welfare, including neglect and extremism. The childminder knows the procedures to follow to report any such concerns and gives children's safety high priority. She knows children's behaviours and attitudes very well and can, therefore, respond quickly if there is a change and children need further support.

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

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

- provide more consistent support for younger children to help develop their good early language development further
- focus more on mathematics to further extend children's early understanding of number and shape.

## Setting details

<b>Unique reference number</b>	EY559693
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10198870
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 June 2021

## Information about this early years setting

The childminder registered in 2018. She lives in Brighton, East Sussex. The childminder has a relevant childcare qualification at level 2. She works from 7.30am to 5.30pm, Monday to Thursday, all year round.

## Information about this inspection

### Inspector

Ben Parsons

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- The views and opinions of the children and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the childminder.
- The inspector looked at a sample of documents, including safeguarding policies and procedures, and children's records.

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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