

Childminder report

Inspection date: 20 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children love spending time with the nurturing childminder, in her home-from-home setting. There is a very fun and encouraging atmosphere, where children feel completely happy, safe and at ease. Children develop strong confidence and self-esteem and know they are cherished by the childminder, who is very attentive to their needs. Children delight in going to the childminder for cuddles and squeal with joy as they play 'tickle monster' together.

Children enjoy exploring activities that link closely to their interests. For example, they decorate cardboard and work together to build a bridge for their train set. Children show good control over scissors as they tape the card together and take pride in their achievements. They begin to recognise written numbers on toy trains and name the colours they see. Children show good development for their ages and develop positive attitudes to learning.

Children are keen to share their knowledge with the childminder, and they respond well to her positive expectations of what they can achieve. As they looked through a book on space, children eagerly shared their knowledge of planets. For example, they confidently talked about Saturn's rings, Pluto being the smallest and Mercury being closest to the sun. Children are also keen to learn new knowledge and ask questions as the childminder reads to them. This shows strong curiosity.

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

- The childminder prioritises spending time out of the setting, where children can learn from first-hand experiences. Children benefit from a wide range of exciting trips in the local community. For example, they develop friendships and social skills at playgroups, investigate nature in nearby woodlands and explore travel as they ride on trains. This helps children's understanding of the world around them and instils a sense of awe, wonder and curiosity.
- The childminder knows the children well and provides a good curriculum, which is designed to build children's confidence and to prepare them for school. She focuses on children's interests well and, overall, knows what children need to learn next. However, her planning for children's next steps in learning is not always as precise as it could be. For example, the next steps for children with advanced development are sometimes too general and not fully considered.
- The childminder focuses on children's communication and language and supports this particularly well. She encourages lots of conversation, and children delight in talking about their interests and home lives. They speak well for their age and confidently communicate their ideas, feelings and thoughts. Children also love reading books with the childminder, who includes them fully in interactive story times.

- The childminder works very well with parents and keeps them fully up to date with their children's development and experiences. For example, she shares lots of photographs and ideas for activities to help parents have a go with children at home. Parents are very appreciative of the childminder's support, and they praise her service highly.
- Overall, the childminder teaches children well and joins in particularly well with their chosen play. For example, in the garden, she showed children how they can use a balance board, and children laughed as she had a go herself. However, some planned activities are not used to fully extend children's learning. For example, as children built a train track and made a bridge, the childminder sometimes took over. She did not offer high levels of challenge or use opportunities to teach new knowledge.
- 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. Children behave very well and learn to be kind and respectful of others. They happily share and show good consideration towards their friends. For example, children happily pass each other fruit bowls during snack and ask each other if they have enough.
- The childminder is a highly experienced practitioner and prioritises her ongoing professional development. She accesses regular training and online research, and has a strong network of other local childminders to share new ideas and best practice with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives safeguarding a good focus. She attends regular and thorough training and fully understands how to identify the signs that a child's welfare may be at risk. She confidently knows how to pass on any such concerns and knows the local services in place to help her seek advice and support, if needed. The childminder completes regular research into wider safeguarding issues, such as extreme views and behaviours. She works hard to ensure the environment is safe and supervises children closely in her home and on outings, to help minimise the risk of accidents.

What does the setting need to do to improve?

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

- plan for children's next steps in learning more precisely, in particular, for children who are exceeding expectations
- strengthen practice during planned activities to provide all children with higher levels of challenge.

Setting details

Unique reference number	EY294800
Local authority	Brighton and Hove
Inspection number	10137056
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	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2004 and lives in Brighton, East Sussex. She operates her setting all year round from 8am to 6pm, Monday to Friday.

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 his evaluation of the setting.
- 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 the 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 documentation, 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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