

Childminder report

Inspection date:

17 March 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children respond well to the childminder's warm and welcoming manner. In general, they are confident and happy in her care. Babies go to her for cuddles and snuggle up to her for stories. Children have fun as they play music on an electronic piano. Babies laugh and learn to control their bodies as they move and dance to the sounds. Children show good concentration and perseverance as they roll out play dough and cut out shapes. They strengthen their finger muscles as they enjoy making tracks in the play dough with wheeled toys.

Children access a range of resources, including books, pens and paint. However, the environment becomes cluttered and disorganised. Children cannot easily find what they need and this limits their independence. They quickly return to play with the most accessible toys. As a result, play is often repetitive and not extended to fully challenge and develop learning.

Children benefit from frequent outings, for example to local playgroups. They meet with a wider group of children and learn about the differences between themselves and others. Children enjoy fresh air and exercise and find out about the natural world. They walk to the beach, go to the park or travel further to a sea life centre.

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

- The childminder does not think carefully enough about the activities she provides for children. Although she observes children as they play and knows their next steps in learning, she does not consistently link these to meaningful activities to extend children's skills and knowledge. The childminder provides activities that children in her care enjoy. Children make progress but they are not fully supported to make the best possible progress.
- Teaching and interactions with children are inconsistent. The childminder responds positively to children's requests and joins in their play. At times, she allows older children to take all of her attention. As a result, although babies are safe, they do not have the support they need to help them learn and develop as much as they could.
- The childminder uses stories, songs and rhymes to spark children's curiosity about words. She speaks clearly, and older children talk with her about their play. Children learn some new vocabulary and hear different sounds as they join in their favourite songs. However, at times, the childminder's lack of simple conversation with babies limits their speech and language development.
- The childminder uses spontaneous opportunities to develop children's mathematical skills as they play. Older children count to 10, recognise some number symbols and talk about size and shapes. This helps to prepare them for school.

- The childminder is kind and caring. She notices quickly when children are tired, hungry or need a nappy change and responds quickly to their needs. She provides affection and reassurance when children need them.
- The childminder has some strategies to support children to behave well. For example, she reminds them to share and take turns. At times, she praises good behaviour, but this is inconsistent, and her expectations are not always clear. Children are not supported to recognise their feelings and use words to discuss their frustrations. As a result, at times children's behaviour is challenging.
- The childminder has made improvements to her resources since the last inspection. She gives the children more opportunities to use technology and has books and toys that reflect diversity. The childminder evaluates her work. She has identified some weaknesses in her current practice, including her knowledge of positive behaviour management. She intends to identify opportunities to improve her skills and knowledge.
- Partnerships with parents are good. Parents praise the childminder's care. They say that she is very supportive of them and their children. The childminder shares a diary of information and photos of each child's day. She provides parents with a termly progress report and completes a detailed check of development when a child is two years old.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses paediatric first-aid training to help her know what to do in a medical emergency. She completes training to help her safeguard children and has recently updated her policy. The childminder knows the signs and symptoms that might indicate neglect or abuse of children. She understands the procedures to follow and who to contact should she have any concerns about a child's welfare. The childminder carries out risk assessments, including of outings, and takes action to minimise any risks found. No unauthorised person can enter the house.

What does the setting need to do to improve?

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

	Due date
use the information gained about individual children's progress and development to plan and provide challenging experiences, to help them develop their skills and knowledge more effectively.	16/05/2022

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

- strengthen teaching skills to fully support babies' developing speech and language
- provide more consistent, positive support when children behave well, to reinforce expectations and help them learn how to manage their own behaviour
- review the organisation of toys available to the children and consistently support children to take care of their environment so they are able to fully use the resources available for learning
- evaluate practice more carefully and link training and improvements specifically to raising outcomes for children.

Setting details

Unique reference number	130985
Local authority	Brighton and Hove
Inspection number	10228237
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 1993. She lives in Brighton, East Sussex. She cares for children from 8am to 5.30pm each weekday throughout the year. The childminder is registered to receive funding to provide free early education for children aged two, three and four years. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Sue Suleyman

Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the childminder.
- The childminder spoke to the inspector about her intention for children's learning.
- The inspector observed the interactions between the childminder and the children and assessed the impact these were having on children's learning.
- Some parents spoke to the inspector or sent written testimonials. Their views were taken into account.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability to work with children.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022