

Childminder report

Inspection date: 9 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, calm and caring environment. Children feel safe, secure and happily play with their friends. New children quickly settle due to the childminder's nurturing approach. Children include newcomers in their play and help them learn to share and take turns. Children meet the childminder's high expectations for their behaviour.

The childminder provides a language-rich environment. Children enjoy listening to stories, such as 'Goldilocks and the Three Bears'. They re-tell the story and talk about what happens next. The childminder introduces new words and vivid descriptions. She helps younger children to learn basic vocabulary. Some children use signs to communicate their needs. This helps them develop social skills and independence. Older children delight in using new words. They describe bungee jumping and then decide to build a bridge out of blocks. They choose the tools they need to build the bridge to make sure it is strong. They use mathematical language to describe the shape, height and length of the bridge.

Children become deeply involved in their play and show high levels of involvement. The childminder ensures that the curriculum meets each child's individual needs. She monitors their progress and shares information with parents. Children are making good progress in their development.

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

- The childminder has good working relationships with parents. Their feedback is very positive about settling in and moving on to school. Parents are delighted with their children's progress, especially speech development. They praise the care and support for their child.
- The childminder asks parents to drop off and collect their children at the entrance to her home. She arranges staggered drop off and collection times to enable her to speak to parents about their child's day. This also gives parents an opportunity to talk about what their child is doing at home. These opportunities develop a shared understanding and positive relationships with parents.
- The childminder values books and uses stories to support planning. This broadens children's experiences and vocabulary. Funding is used to buy books which children can take home in their book bag. These opportunities help children to develop a love of books and stories to help them prepare for reading.
- Children develop an awareness of mathematics through play. They use a range of resources to help them learn about size, shape, colour, time and number. For example, they pretend a timer is set to bake their cake and count confidently until it buzzes.
- The childminder and her assistant are excellent role models. They have very

positive attitudes and work well together. They listen attentively to children and show that they are interested in what they have to say. This helps children develop confidence in asking questions and to talk about what they are doing. When they have ideas, the childminder and assistant help them to explore what they want to do and how they will do it. As a result, children are willing to try new ideas and take a risk.

- The childminder provides topics about healthy eating and healthy teeth. This helps children learn about making good food choices. Children help to prepare a healthy snack and help to tidy up afterwards. They have independent access to fresh drinking water. However, at times the childminder does not provide consistent opportunities for children to learn about the benefits of exercise and the impact on their bodies, for example, by offering challenging opportunities for active physical play.
- The childminder regularly undertakes research and training to help her increase her knowledge and skills. She and her assistant often complete online training together, which provides opportunities for discussion and consistent practice. The childminder effectively monitors practice in her setting and support for each individual child.
- Children's behaviour is good. The childminder and her assistant demonstrate very positive communication and approaches to problem-solving. As a result, children learn to share and cooperate. They are kind and help each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection issues and are clear about their roles and responsibilities to safeguard children. The childminder understands who to contact if there is an allegation made against her or her assistant. The childminder and the assistant have regular training to keep their knowledge up to date. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children effectively by carrying out frequent risk assessments.

What does the setting need to do to improve?

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

- strengthen the curriculum for physical development to provide more challenging opportunities for children to practise a wide range of physical skills and learn about the impact of physical activity on their bodies.

Setting details

Unique reference number	EY455551
Local authority	Brighton and Hove
Inspection number	10228757
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	12
Number of children on roll	12
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2012. She works with a full-time assistant and they care for children at her assistant's home in Hove, East Sussex. The childminder operates her service each weekday, during term time only. She receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Penny Smith

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 provider and has taken that into account in their evaluation of the provider.
- The childminder completed a learning walk with the childminder and discussed how the premises are safe and suitable for childminding.
- The inspector observed interactions between the childminder and children and the assistant's interactions with the children.
- The inspector discussed the curriculum and learning intentions for the children present.
- Parents shared their views with the inspector in writing and in person.
- The inspector sampled key documentation during the visit.

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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