

# Childminder report

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Inspection date:

28 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children truly feel at home and comfortable in the care of the warm and friendly childminder. They have access to a wide range of resources that meet their individual needs. For example, younger children show excitement when placing balls down tunnels, and watching with delight as they come out the other end. Whereas older children show confidence and perseverance in completing puzzles, showing independence as they use the box to support them in finding the correct pieces.

Children are incredibly kind and caring to each other. They understand the rules and boundaries that the childminder has put in place. For example, when children want toys others have, the childminder is skilled in talking to them and diffusing the situation. She uses age-appropriate language to ensure that children understand the rules she has in place.

Children's well-being is incredibly high. They freely explore the well-planned environment with ease. Children who are learning to walk are provided with walkers and space to develop their balance and coordination. Children actively seek the childminder out to join in their play. For instance, when children take books to her, they will sit together to explore the story. The childminder is skilled at including all age ranges in activities. For example, when reading, she will introduce colours and numbers to the older children. Whereas, with the younger children she will read with enthusiasm and encourage them to repeat words back. This helps children develop secure communication skills for the next stage of their learning.

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

- Parents and carers are extremely complimentary about the childminder. They comment on how well supported they are in encouraging their children's development at home. Children with special educational needs and/or disabilities are provided with consistency. For example, the childminder will share with parents what has been working well and provide reports for other agencies. This ensures that children are provided with the right support they need to make good progress.
- The childminder is reflective of her practice and continuously updates her knowledge and skills through training and webinars. For instance, during the COVID-19 pandemic, the childminder enrolled on a course on how to support children's emotional well-being. As a result, she adapted her settling-in procedures to ensure that children were provided with enough time to build relationships and feel confident in the care of the childminder. This helped children feel safe and secure when being left for the first time.
- Children are provided with opportunities to become familiar with local schools

and settings as they collect and drop off other children. However, the childminder does not fully consider how to share information with and request information from other settings that children attend. This does not promote a consistent approach to their care and learning.

- Children get to explore the local environment with daily trips out of the setting. For example, they visit local parks and the beach. During these trips, the childminder reinforces skills that children will need for the future. For example, she teaches them about how to cross the roads safely, how to use the crossings and look for cars when out walking. These experiences build confidence in the children and teaches them how to behave when out of the home environment.
- Children are incredibly independent. The childminder supports children to take care of their own well-being. For example, she will remind the children about wiping their noses. Children all come together to sit down for snacks and lunch. The childminder encourages the children who are able, to open their own snacks and use spoons to feed themselves. This prepares the children for their eventual move to school and being able to follow the routines with independence.
- The childminder understands how to encourage children's language. She consistently talks to the children, introducing new language. For example, when building a train track, she repeats, 'up the track, down the track, through the tunnel'. This introduces the children to positional language as they play and explore. When babies babble to her, she repeats these sounds back, which makes the babies smile. This further encourages the children to communicate with her.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly understands her role to protect children. She undertakes regular training, such as the 'Prevent' duty, first aid and child protection. This training enables her to build a culture of safety and security for the children in her care. The childminder is fully aware of the process that she needs to follow to raise concerns or process a safeguarding referral for a child. She keeps up to date with local safeguarding issues and how this could impact the children and families in her care. The childminder ensures the ongoing suitability of household members to keep children safe.

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

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

- strengthen partnerships with other settings that children attend, to provide a more consistent approach to ongoing learning and development.

## Setting details

<b>Unique reference number</b>	EY343851
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10228425
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 November 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Hove, East Sussex. She provides childcare on Monday to Friday, from 8am to 6pm, all year round. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Southern

## Inspection activities

- This was the first routine inspection the childminder received since 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 provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The childminder provided the inspector with relevant documentation on request, including evidence of her suitability to work with children.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of her teaching on children's learning.
- The inspector spoke to children and took account of parents' written views about the provision.

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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