

Childminder report

Inspection date: 12 October 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

Children are happy and safe in the childminder's care. They are offered comfort and reassurance when a visitor comes to the home. Children have strong bonds with the childminder and display high levels of emotional well-being. For example, young children are confident to explore their environment and show resilience when trying to do something for the first time, such as connecting a long line of toys using magnets.

Children play very well together. They eagerly help the childminder tidy away the toys, and they are kind to each other. The childminder is an excellent role model and has high expectations for behaviour. She gives children praise at every opportunity for helping with small tasks and for good listening. This helps to raise children's self-esteem and confidence.

Children show high levels of concentration as they carefully place toy blocks on top of each other. They beam with pride and insist the inspector observes them doing it again. This shows that children have a sense of achievement in their play, which helps to motivate them in their learning. Children have safe places to play and explore. Under the watchful eye of the childminder, they successfully negotiate large play equipment, which helps them to become physically competent.

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

- The childminder regularly meets other childminders and shares good practice to help others. She liaises with other professionals, such as health visitors and other childcare providers. The childminder regularly evaluates her setting and makes positive changes to her already good provision.
- Children enjoy cuddling up next to the childminder and listening to her read stories. They chant their favourite nursery rhymes and imitate the actions of 'Incy Wincy Spider'. The childminder uses stories and books to help strengthen children's literacy skills.
- Children enjoy a wide range of experiences outside the childminder's home. For example, they visit museums, art galleries, farms and the nearby beach. These activities help children to have a growing understanding of the wider community in which they live and have a positive impact on their social skills.
- Partnerships with parents are strong. Parents speak of the excellent service that the childminder provides. They report how she shares children's progress in a variety of ways and are grateful for the advice and ideas given to support children's learning at home. Older children mention their experiences with the childminder and write about how much they enjoy having the opportunity to visit places that 'they wouldn't normally get the chance to go to'.
- The childminder skilfully plays alongside young children and intervenes to extend

children's learning well. For example, she challenges children to count toy spiders as they post them into a tube. She supports young children's emerging vocabulary by introducing and repeating new words. Children exclaim 'scoop, scoop!' as they play with the pasta.

- The childminder supports children to adopt healthy practices. For instance, she encourages children to regularly drink water and to wash their hands before eating. Children learn about good oral health. However, the childminder does not recognise opportunities, such as during mealtimes, to develop children's understanding of healthy eating.
- The childminder has a strong knowledge of how to present a broad curriculum to children. This enables her to provide effective teaching and support for children's learning. The childminder promotes children's learning through their own ideas. Consequently, children feel valued and confident to initiate their own play and learning.
- Children have positive attitudes to their learning. They show high levels of concentration and enjoyment. For example, they learn about 'fast' and 'slow' as they roll pasta down tubes. Children then go on to demonstrate a simple understanding of these concepts as they continue their independent play.
- The childminder regularly updates her training to make sure her knowledge and skills are up to date. She invites health professionals into her home to deliver training on how to support children with medical conditions. As a result, all children thrive under her good-quality professional care.
- The childminder's care practices promote children's emotional security. For example, during play, the childminder talks to children about the characteristics that make them unique. This helps to promote children's confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding and child protection. She knows who to contact for advice and how to report any concerns. She knows the signs and symptoms that may be indicators of abuse, such as in relation to female genital mutilation and radicalisation. The childminder is organised and makes sure that children are cared for in a safe place. She supervises children vigilantly on outings and in her home. The childminder has completed appropriate suitability checks for others living in her home.

What does the setting need to do to improve?

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

- use routine times, such as mealtimes, more effectively, to help children learn about the importance of healthy eating.

Setting details

Unique reference number	EY318504
Local authority	Brighton and Hove
Inspection number	10228404
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 10
Total number of places	16
Number of children on roll	16
Date of previous inspection	26 January 2017

Information about this early years setting

The childminder registered in 2005. She lives in Portslade, Brighton. The childminder has a recognised early years qualification at level 3. The childminder provides care from 7am to 6pm on Monday to Friday, all year round.

Information about this inspection

Inspector

Tina Lambert

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 this into account in their evaluation of the childminder.
- The inspector observed the quality of education being provided by the childminder and the impact this was having on children's learning.
- Parents and older children shared their written views with the inspector.
- The inspector carried out a learning walk with the childminder and discussed the curriculum and what the childminder intended children to learn.
- The inspector viewed all areas of the house where children play, eat and sleep.
- The inspector viewed a range of documents, including children's records and the suitability of those living on the premises.

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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