

# Childminder report

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Inspection date: 5 January 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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 eagerly enter the childminder's home. They chat animatedly about recent events that have been happening during the holidays, keen to share information with the childminder. Children feel safe in the childminder's care. They are sufficiently confident to separate from the childminder and be inquisitive about the inspector. Children are friendly and very well behaved. They have a good understanding of right and wrong and are aware of the high expectations that the childminder has for them.

Children demonstrate positive attitudes to learning. For example, they show curiosity and delight as they hunt for 'treasure' in the sand. They count out the bells chiming from a nearby building. 'It's eleven!' they shout with excitement. The childminder praises children for their concentration, which helps to raise children's self-esteem and confidence.

The childminder has prioritised language in her curriculum. Children have lots of opportunities to learn new words and phrases. Books are read to the children, who demonstrate that they have a love of stories as they cuddle up to the childminder. Older children enthusiastically join in with rhymes and actions. This helps to support children's vocabulary.

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

- The childminder is very inclusive in her approach. She researches details of the children's faiths, and supports all children's understanding of this. As a result, children learn how to respect each other's beliefs and value diversity.
- Parents are very appreciative of the education and care that the childminder gives to their children. They mention that at the end of every day they are given information on their children's well-being. However, the childminder does not fully consider how to share information with parents to help them support their children's home learning. Consequently, children do not always make the best possible progress.
- The childminder understands the importance of physical play to children's good health. For example, children have daily outings and are given opportunities to run, balance and climb in nearby parks. They expertly negotiate a climbing wall with skill and agility, showing they have an awareness of managing small risks safely. 'I can do this on my own now,' children exclaim with pride.
- Children develop a love of all the wonders of the natural world. They chat to the childminder about the seasons and demonstrate curiosity as they ask, 'What happens after spring?' The childminder uses children's emerging interests to plan activities. For example, children delight in using the interactive daily weather chart and use the symbols to make links in their learning.

- The childminder observes children's play and provides a descriptive narrative to introduce new words and meanings. Very young children copy the sounds, and more-articulate children use words such as 'difference' and 'enormous' during their self-directed play. Children make quick and continuous progress with their emerging language.
- The childminder appreciates the importance of focusing on children's interests. For example, she identifies mathematical skills that children show an interest in learning, which are beyond their stage of development. The childminder provides activities to effectively cover this aspect of the curriculum. Children count backwards using their fingers saying, '5, 4, 3, 2, 1. Blast off!' They know that adding one more toy to six toys makes 'seven, and another one is eight'.
- Children learn to develop a range of independence skills. They are able to feed themselves and also find their shoes when getting ready to go outside. Children independently wash and dry their hands and show their pride in being able to do this for themselves. The childminder praises them for 'having a go' and is ready to offer help if needed. The warm bonds between the childminder and the children are clear to see.
- The childminder works hard to support the families she works with. She is committed to making improvements, to raise the quality of care to the highest level. For example, the childminder regularly sends out questionnaires to seek the views of parents, and acts on suggestions that are made. The childminder has accurate self-evaluation methods and regularly reflects on and adapts her practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She has a thorough understanding of the signs that might suggest that a child may be at risk of harm or neglect, including the dangers of radicalisation. The childminder knows how to share these concerns in order to help keep children safe. She follows thorough and appropriate procedures that help ensure the suitability of others living on the premises. The childminder supervises children closely and ensures her home is safe and secure.

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

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

- provide parents with more specific information about ways in which they can support their child's learning at home, to help them make even better progress.

## Setting details

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| <b>Unique reference number</b>                     | EY487555  |
| <b>Local authority</b>                             | Brighton and Hove                                   |
| <b>Inspection number</b>                           | 10265329  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 1 to 2  |
| <b>Total number of places</b>                      | 4   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 2 June 2017   |

## Information about this early years setting

The childminder registered in 2015. She lives in Brighton, East Sussex. The childminder provides care for children between 8am and 6pm, Monday to Friday, all year round. She holds qualified teacher status.

## Information about this inspection

### Inspector

Tina Lambert

### Inspection activities

- This is the first routine inspection the childminder 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 inspector completed a learning walk with the childminder to discuss how the curriculum is organised.
- An observation of the quality of teaching was conducted and evaluated by the childminder and the inspector.
- The inspector observed children playing and learning, and talked to children at convenient times during the inspection.
- The inspector considered the written accounts of parents to gain their views of the setting.
- The inspector looked at a sample of key documentation, including first-aid certificates and the suitability of others living on the premises.
- The childminder showed the inspector areas of her home where children played, ate and slept.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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