

# Childminder report

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Inspection date: 30 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 are happy to attend this warm and welcoming childminder's home. They enter confidently and immediately explore the resources and activities set out for them by the childminder. Children engage in their play and invite the childminder and visitors to join them. They share their home experiences. For example, children tell the visitor about their breakfast. Children demonstrate that they feel safe and secure.

Children form strong bonds with the childminder, who is sensitive and caring in her approach. They readily seek her out for cuddles and reassurance. They voice their needs and wants. This demonstrates how children feel emotionally secure and confident.

Children behave well. They are encouraged to use good manners and say 'please' and 'thank you'. They listen carefully and follow simple instructions well. For example, they help the childminder tidy up and set the table for the 'dollies tea party'.

Children learn about healthy eating through play and discussions. For instance, they discuss the vegetables they put on the pizza. Children learn to manage their self-care. All children, including the youngest, wash their hands and have a go at dressing themselves. The childminder discusses using the potty with children in readiness for introducing toilet-training.

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

- The childminder knows her children well. She has a clear vision of what she wants children to know and achieve by the time they leave her care. The childminder uses observations and assessment effectively to identify children's next steps in learning. She plans activities, based on children's interests, to challenge and extend their learning and development. Children display high levels of concentration and have a keen interest in their play. For example, children engage for a prolonged time in setting up the table for a 'tea party', while discussing the food they are serving. As a result, children develop good attitudes to learning and make good progress from their starting points.
- Overall, the childminder supports children's language and communication well. She consistently speaks to the children. She engages them in discussions, introducing new words, such as 'broccoli' and 'cauliflower'. Children are competent and confident communicators. However, although the childminder allows children enough time to respond, she does not consistently use open-ended questions to encourage children to think about things for themselves. Sometimes, this prevents children from fully developing and extending their

language and thinking skills.

- Partnerships with parents are good. Parents are happy with the care their children receive at the childminder's home. They comment that they find the childminder approachable and sensitive. The childminder keeps them well informed about their children's progress, daily activities, and outings. Parents comment that their children have made good progress in their learning and development since starting with the childminder.
- The childminder recognises the importance of introducing children to different cultures. She celebrates different holidays and special days with the children, specifically those which are meaningful to them, such as Chinese New Year and Hanukkah. Children learn about the community they live in through various outings. For example, they go shopping in the local supermarket and visit the post office.
- The childminder understands the impact that the COVID-19 pandemic has had on children's development of social skills. She takes children on visits to local playgroups, the library and meetings with other childminders. They learn to share and take turns. This helps children develop their social skills and prepare them for the next stage in their learning.
- The childminder supports children's physical development well. Children benefit from opportunities to climb, run and ride scooters and tricycles. They go for walks and visit the local play parks. The childminder supports children to take age-appropriate risks. As a result, children learn to be resilient and independent.
- The childminder is aware of her responsibility to keep her knowledge up to date. She regularly attends and completes all the mandatory training required of her, including level 3 safeguarding and paediatric first aid. The childminder works well with other professionals, including those in other settings that children attend.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility in keeping children safe from harm. She has good knowledge of all safeguarding aspects, including radicalisation and female genital mutilation. The childminder can recognise the signs and indicators of abuse and neglect. She knows what to do and who to contact when she has a concern about a child or an adult, including herself and any members of her household. The childminder carries out regular risk assessments. Children play in a safe and secure environment. They are closely supervised by the childminder.

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

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

- extend the use of open-ended questions to give children more opportunities to think and work things out for themselves to extend their learning.

## Setting details

<b>Unique reference number</b>	130982
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10228236
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	23 February 2017

## Information about this early years setting

The childminder registered in 1989. She lives in Patcham, Brighton, in Sussex. The childminder has a relevant early years qualification at level 3. She provides care for children between 7.45am and 5.30pm, Monday to Friday, all year round.

## Information about this inspection

### Inspector

Oshra Murphy

### 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 their evaluation of the provider.
- The childminder spoke with the inspector about her curriculum and what she wants children to learn.
- The inspector observed interactions between the childminder and children, and reviewed the impact on children.
- The inspector took account of the views of parents through written feedback.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation.

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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