

Childminder report

Inspection date: 20 April 2023

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 settled in the childminder's home. They build up strong bonds with the childminder and chat to her with confidence and warmth. Children choose from a large selection of toys and engage the childminder in their own imaginative play. For example, when playing in the small kitchen they ask if the childminder would like a 'warm smoothie' to drink. They smile and tell the childminder to 'be careful as it's a bit hot'.

Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour. Children listen intently to the childminder and show consideration for each other. Children are confident communicators and make good progress across all areas of learning. For example, they use words to describe the textured pages in a book. Children say, "That feels 'roughy' and that feels sort of 'scratchy'".

The childminder is a skilled practitioner who is clear about what she wants children to learn next. She finds out about children's existing knowledge and current interests. This information is used to plan meaningful and interesting activities to help support children's learning. Children become engrossed as they contribute their thoughts to the story of the 'Three Little Pigs'. 'The wolf is really naughty!', they tell the childminder.

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

- The childminder's caring and nurturing approach has a positive impact on children's confidence. Children are enthusiastic talkers and take pride in their own achievements. They say, 'Oh I just counted to five!' to the childminder. The childminder celebrates children's efforts and achievements with praise as they play. Consequently, this supports a strong sense of self-esteem in children.
- Children benefit from the language-rich environment. The childminder encourages children to think and talk for themselves. She provides a large variety of books which children access during their play. This helps the children to develop a love of stories which has a positive impact on their growing vocabulary.
- Partnership with parents is strong. Parents comment that the childminder is professional and knowledgeable and that their children cannot wait to arrive at the childminder's home. Parents mention that the childminder helps them with their children's behaviour. Parents are delighted with the quality of care and education the childminder provides. They also appreciate the ideas she gives them to support their children's learning at home.
- The childminder ensures that children understand the importance of a healthy lifestyle. For example, children are given many opportunities to play in the fresh

air. They go to local parks and the beach. Children have access to large play equipment in the garden, which helps build up their muscles. Parents provide healthy snacks and meals for their children.

- The childminder encourages children with their own self-care routines, such as handwashing. However, she tends to do tasks for the children which they could attempt to do for themselves. For example, children have their fruit peeled and cut for them and toys are tidied away by the childminder. As a result, children's independence skills are not consistently supported.
- The childminder has recently focused on her own professional development. In addition to mandatory training, she has researched and accessed further training to enhance her already good provision. As a result of her commitment to further training, the childminder can fully support children who have communication delay. She has an excellent awareness of how to make her provision inclusive to meet the diverse needs of families, and for those children who have special educational needs and/or disabilities or speak English as an additional language.
- The childminder works effectively with the other settings that children attend, such as schools and nurseries. This ensures high levels of continuity for children's care and learning. The childminder has a sound awareness of working with other professionals if she has concerns about a child's development. This enables her to plan a curriculum to meet the needs of the children who attend her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding procedures to follow if she has concerns that a child might be at risk of harm. She attends training to refresh her knowledge and is aware of the actions to take if she has any safeguarding concerns in line with local procedures. She is stringent in her daily risk assessments of the setting to ensure it is safe for children. The childminder knows the correct procedures if an allegation is made against her or a family member. She is fully aware of the symptoms and signs of abuse including symptoms in any children who are at risk of being exposed to extreme views and behaviours.

What does the setting need to do to improve?

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

- strengthen teaching to consistently help children to develop their independence skills.

Setting details

Unique reference number	EY316653
Local authority	Brighton and Hove
Inspection number	10280085
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	3 to 10
Total number of places	11
Number of children on roll	11
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2005. She lives in Brighton, East Sussex. The childminder cares for children from 8am to 6pm, on Monday to Friday, term time only. The childminder holds a relevant childcare qualification at level 3.

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 that into account in their evaluation of the setting.
- The inspector read feedback from parents to gain their views about the childminder.
- The inspector looked around the areas of the childminder's home that are used for childminding and the childminder explained her intentions for children's learning.
- The inspector observed and spoke to the children at appropriate times during the inspection.
- The inspector observed children and the childminder as they interacted during activities to assess the impact on their learning and development.
- The inspector reviewed a range of documents of relevant to the childminder's practice. This included the suitability of family members to be around children.

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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