

Childminder report

Inspection date: 9 May 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 care of the childminder. They enjoy her company and will seek her out for play, comfort and praise. Children demonstrate they feel safe as they purposefully explore the environment and the activities on offer. The childminder knows the children very well and, as a result, is able to meet their individual needs, which promotes their well-being.

The childminder offers a well-planned curriculum that provides children with a variety of experiences. For example, they become engrossed in exploring sensory water beads. Children take time carefully scooping, filling various containers and practising their pouring skills. They enjoy exploring the textures of the beads, talking about how they feel 'squishy' and 'cold'. Children develop their confidence, self-esteem and independence in learning.

Children understand the boundaries and what is expected of them. The childminder is an excellent role model. She communicates sensitively with children, and they receive plenty of praise and encouragement. This helps to develop children's positive self-esteem and enthusiastic attitudes to learning. Children follow instructions, use good manners and play harmoniously with others. They learn about emotions and understand that they need to be kind and respectful of each other. For example, children independently say 'sorry' to one another when they accidentally bump into them during play.

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

- The childminder has a child-centred approach. This enables children to reach their own individual potential in an effective learning environment that encourages confidence and independence.
- The childminder is very mindful of children's unique personalities. She implements a well-thought-out and broad curriculum, which incorporates children's own interests, as well as their learning needs and styles. As a result, children are motivated to learn and excitedly become absorbed into activities. The childminder plans tailored next steps for the children, building on what they already know before introducing new skills and knowledge. This enables all children, including those with special educational needs and/or disabilities, to make good progress.
- Children have a secure attachment to the childminder. She works closely with new children's parents to find out about their learning needs, their routines and care needs. This enables her to be knowledgeable about children's starting points. The childminder is caring and respectful. For example, she asks children if she can check their nappies and considers children's privacy when changing them. This supports children's personal, social and emotional development.

- Children's language and communication skills are a priority. The childminder skilfully narrates children's play and models language with clear pronunciation. She gives children time to respond and think when posing thought-provoking questions. The childminder introduces new words such as 'tricky' and 'secateurs'. She builds children's knowledge and understanding of new words by explaining their meaning. For instance, she explains that 'secateurs are like big scissors that are used in the garden'. Opportunities to explore new words and their meaning help all children, including those who are receiving additional support for speech and language, to become confident communicators.
- Children thoroughly enjoy sharing stories. They listen attentively as the childminder reads with enthusiasm and brings stories to life by linking them to past events that children enjoy recalling. Children often request stories and bring them to the childminder, who happily obliges. In addition to this, children borrow books to share with parents who continue their learning at home. This helps develop children's love of reading and early literacy skills.
- The childminder has undertaken various training to ensure her knowledge is up to date. She also ensures that the assistants she works with also benefit from regular training. However, the childminder finds it difficult to reflect on her own practice. This means that she does not always reflect and identify clear areas for professional development, to help continually raise the quality of education.
- Children's learning is enriched through exciting trips within the local community. The childminder provides opportunities for children to explore the natural world and learn about the environment. For example, children frequently visit parks and local green spaces, farms and local attractions.
- The childminder forms extremely good relationships with parents/carers. She regularly communicates through various methods of electronic contact. The childminder shares information about their child's activities, care arrangements and ways learning can be extended at home. Parents are highly complimentary about the childminder and her assistant.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her roles and responsibilities to safeguard children. She ensures assistants working alongside her receive child protection training and know her child protection procedure. The childminder knows the procedure to follow if she has a concern for a child, including how to refer to local safeguarding partners. She knows the procedure to follow in the event of an allegation being made about her, her assistant or a household member. The childminder has knowledge of other safeguarding contexts, such as county lines and radicalisation. Children are well supervised. When on outings in the local community, the childminder takes opportunities to teach children about keeping themselves safe, such as road safety.

What does the setting need to do to improve?

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

- strengthen systems for evaluating practice, to help identify key areas for professional development that will continue to raise the quality of the curriculum for children.

Setting details

Unique reference number	EY136434
Local authority	Brighton and Hove
Inspection number	10286152
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2002. She lives in Brighton, East Sussex. The childminder cares for children from 7.30am to 6pm, Tuesday to Friday, throughout the year. The childminder usually works with an assistant. The childminder and her assistant hold a relevant qualification at level 3.

Information about this inspection

Inspector

Natalie Moir

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder carried out a joint observation of a planned activity with the inspector.
- Parents shared their views of the provision with the inspector.

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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