

Childminder report

Inspection date: 10 October 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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children are very happy and show how safe they feel with the childminder. She knows their individual characters well and provides for these accordingly. The childminder is very kind and gentle in her interactions with children. She helps children to quickly settle and feel emotionally secure. Children make good progress in her care. She teaches them well and uses high-quality play experiences to support their development.

The childminder helps children develop a positive attitude towards learning. Children show interest in the activities she provides for them. They concentrate well and younger children develop good language and conversational skills for their age. The childminder carefully considers how she presents activities to make them engaging. For example, when children are playing with toy penguins, she talks about where they live. She extends this well by introducing polar bears to the game and talks about their different habitats.

Children behave well. They understand the childminder's expectations and follow simple instructions clearly. For example, as part of the school-run process, children understand they must listen to the childminder carefully. They know they can only cross the road when she says it is safe to do so. This helps to support their awareness of possible dangers and ensures the childminder can supervise them closely.

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

- The childminder has made many improvements since her last inspection. She has updated her knowledge of how to safeguard children and has a good understanding of her duty to keep children safe. The childminder has reviewed how she uses the garden and made the identified hazards safe. Children learn how to manage risks safely. For example, she teaches children how to negotiate the steep steps by holding the handrail and she supervises them closely.
- The childminder has a good understanding of how children learn. She plans activities she knows will interest them and help them develop the skills they need for starting school. She is beginning to develop her curriculum based on the current children she looks after. She recognises she can develop this further to take account of a wider age range of children.
- Children thoroughly enjoy their learning and the childminder makes it fun. She uses purposeful-play experiences to develop children's knowledge. For example, as children play with toy cars, she explains to them what the 'no entry' sign means. Children demonstrate how much they have understood this when they recognise a 'no entry' sign in the supermarket and explain correctly what it means.

- Children's care and welfare needs are met well. The childminder makes full use of the local environment to support children's well-being. For example, children have regular opportunities to visit the beach, use climbing equipment in local playgrounds, and enjoy nature walks in nearby woodland. This ensures children have plenty of exercise and they benefit from being outside in the fresh air each day. The childminder provides nutritious snacks and teaches children the importance of oral health and healthy eating. This helps to support children's awareness of how to keep themselves healthy.
- The childminder supports children's social skills well. Younger children learn how to take turns as they play simple games together. Children eagerly wait during board games and then excitedly call out, 'Your turn!' to the childminder. This demonstrates the important skills they learn to help them play together and form positive relationships.
- Parents confirm they are very happy with the level of care their children receive. They praise the way in which the childminder is flexible to their needs and very caring and attentive towards their children.
- Children learn to celebrate their unique qualities. The childminder helps children to respect the similarities and differences they have with each other. They learn to show tolerance and understanding towards one another. For example, children learn they must include all their friends in games and activities are adapted so that every child can take part. This helps all children to feel valued and included.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and indicators of the different forms of abuse. She is very familiar with the local authority's reporting procedures and knows exactly what to do if she is concerned about a child or family. Children learn about safety as they play. They recognise they must be careful when using the trampoline and follow the childminder's clear instructions to prevent accidents. The childminder supervises children closely at all times and teaches children the importance of issues, such as 'stranger danger' when visiting public places.

What does the setting need to do to improve?

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

- develop the early years curriculum further to take account of a wider range of age groups, abilities and children's priority learning needs.

Setting details

Unique reference number	EY465108
Local authority	Brighton and Hove
Inspection number	10279331
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	2 to 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	28 November 2022

Information about this early years setting

The childminder registered in 2013. She lives in Brighton, East Sussex. She offers breakfast and after-school care, Monday to Friday, from 7.30am to 8.45am, and 3pm to 6pm, term time only. On Tuesday and Wednesday, the childminder works all day and offers care for younger children. The childminder holds a degree in education.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe for children.
- The inspector observed the quality of education being provided and assessed the impact it has on children's learning.
- Children spoke to the inspector and engaged her in their play.
- The childminder and the inspector discussed how the early years provision is organised and how the curriculum is planned.

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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