

Childminder report

Inspection date: 6 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are relaxed, settled and very happy in the childminder's care. They demonstrate that they feel safe and secure as they create meaningful pictures for the childminder, showing pride as they present them to her as 'gifts'. The childminder provides children with lots of meaningful praise. This helps children to feel good about themselves.

The childminder supports children's developing communication and language skills well. For example, she engages children in regular discussions and narrates play for those who are at an earlier stage. Children develop a broad vocabulary as the childminder introduces new words, such as 'cocoon' and 'Saturn', during children's play. Children develop a love of books and thoroughly enjoy dressing up as their favourite characters and re-enacting stories with friends. This helps children to become effective communicators.

The childminder supports children's behaviour well and helps them to find solutions to conflicts. For instance, children learn to work in collaboration when they both want to count a row of items. The childminder helps children to learn that they can do the task together by starting at opposite ends and checking that they both have the same amount. This helps children to resolve their issues swiftly, while developing their friendships.

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

- The childminder promotes children's early understanding of mathematics as she incorporates new concepts into their play. For example, children hunt for printed caterpillars and butterflies the childminder has hidden in the garden. She introduces positional language, such as 'behind' and 'next to', as she provides children with clues. After all the items have been found, the childminder encourages children to count and compare the number of items, slowing them down to ensure they count each one. The childminder extends the activity for those who are ready for more challenge by introducing size. This helps to prepare children well for their next stage in learning.
- Children have access to first-hand experiences that help them to learn about the world around them. For instance, during outside play, children point as they see an aeroplane in the sky. The childminder uses this as an opportunity to recall a recent trip to an airfield. Children excitedly talk about the types of aircraft they watched 'take off,' 'land' and 'refuel'. The childminder introduces books to extend children's knowledge further. For example, children learn that 'hot air rises' as the childminder explains how hot air balloons stay in the air. This helps children to make deep connections within their learning.
- The childminder provides children with good opportunities to develop their

physical skills. For instance, after reading a story about a caterpillar, the childminder challenges children to move their bodies like the character from the story. Children follow the childminder's instructions as they lay on their tummies and move their bodies. This helps them to develop their coordination. Children develop their fine motor skills as they enjoy making meaningful marks. For instance, they concentrate as they use a range of tools to decorate their butterfly pictures. This helps to provide children with the skills they will need for future writing.

- Overall, the childminder introduces equality and diversity into the curriculum well. For instance, she adds resources to initiate discussions around occupations that challenge gender stereotypes. However, the childminder does not always consider how her curriculum reflects and promotes children's own heritage. This means that not all children have the same meaningful opportunities to learn about what makes them unique.
- Partnerships with parents are effective. The childminder shares information with parents in a range of ways. For example, she operates a 'communication book' system that promotes a two-way flow of information between the setting and home. This helps to keep parents up to date with children's care and learning. Parents speak highly of the progress children make while in the childminder's care and describe her as 'highly capable and dedicated'.

Safeguarding

The arrangements for safeguarding are effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help children to learn and celebrate what makes them unique by providing a curriculum that thoughtfully reflects children's individual heritage and culture.

Setting details

Unique reference number	155435
Local authority	West Sussex
Inspection number	10354575
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	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	23 April 2024

Information about this early years setting

The childminder registered in 2001 and lives in the West Durrington area of Worthing, West Sussex. She operates from 8am until 6pm, Monday to Friday, all year round. The childminder provides funded early education for two-, three- and four-year-old children. She has a level 3 childcare qualification.

Information about this inspection

Inspector

Paula Sissons

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector sampled written feedback from parents during the inspection and took account of their views.

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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