

Childminder report

Inspection date: 16 January 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder is inspirational and children thrive in her care. She has an excellent knowledge of how children learn and uses this to plan a highly effective curriculum. The childminder securely demonstrates how to teach children a vast range of skills and develop their confidence to move on to school.

Children are very motivated to play and learn. The childminder knows the children extremely well. She uses this knowledge very successfully to provide resources and activities that are highly stimulating to engage them. For instance, children clearly delight in discovering a Halloween themed den with their photo attached. This sparks a highly engaging conversation that the childminder uses to encourage children's recall of past events. The childminder prepares many unique resources that help children to think and wonder, such as sensory bottles with unusual and intriguing items in them. They ask many questions and demonstrate a thirst for knowledge. Children show they are exceptionally curious in the environment that the childminder provides for them.

The childminder has very high expectations for children. She is exceptionally skilful in teaching children to develop their personal independence skills, such as by modelling and talking through the steps to achieve effective nose blowing and handwashing. Children benefit from endless praise and warm attention. This supports them to develop a very positive view of themselves and promotes their self-esteem.

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

- The childminder's teaching is superb. Children benefit from exceptional support for their learning. The childminder very carefully fine tunes what children learn in a very effective sequence. This ensures that they make excellent progress in all areas of learning.
- The childminder strongly supports children to pay attention to their environment as they walk in the local community. Parents report that their children regularly demonstrate what they have learned in the childminder's care. For instance, children talk very knowledgeably about the weather and what they notice around them. They comment that the trees are not moving so it is 'not windy today'. The childminder is an exceptional role model, and her teaching is clearly very successful.
- Children are excellent communicators. The childminder is a fantastic role model for children's developing speech. She introduces children to many new words, providing them with clear explanations about what these words mean. For instance, children learn about what the different bones in the body are called and then skilfully use these as they play. Children are very confident to use their

speech, such as to ask for puzzle pieces by name. The childminder helps them to develop a vast vocabulary.

- The childminder pays close attention to supporting children's fine motor skills in preparation for school or their next stage in learning. For example, children learn to push golf tees through pumpkins, developing their finger strength. They push and squeeze dough, rolling it and shaping it to develop their hand muscles. Children beam with delight when they push pen lids on, listening carefully for the 'click' that tells them the lid is on securely. The childminder precisely plans the support she offers children to ensure that they are motivated. She continually builds on what they can already do.
- Children benefit from many opportunities to practise what they know. For instance, storytelling is active and highly engaging. They act out familiar stories, building their confidence to tell the narrative themselves. The childminder encourages children to develop a love of books. She helps children make links to what they know, such as when they see a real thatched roof, they link it to a story they have heard before. The childminder is very effective in developing children's early literacy skills.
- Children demonstrate very positive behaviour and attitudes. For instance, they listen attentively to the childminder. They take part in lively discussions with the childminder about different foods and healthy choices as they attend their make-believe café. Children learn about wider events, such as through meaningful conversations about what celebrations they see locally and in the world. For example, children make poppies and discuss why these are different from the flowers they usually see in the churchyard. The childminder very cleverly teaches children to learn about the diversity of the world in which they are growing up.
- The childminder builds on her already outstanding knowledge and skills by attending further development opportunities. For instance, recent training has had a very positive impact on the childminder's ability to know when to wait for children to think of what to say. The childminder is highly ambitious and dedicated to continually improving her knowledge so that children benefit from her skills and practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2696690
Local authority	West Sussex
Inspection number	10368618
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Bognor Regis, West Sussex. The childminder provides care for children Tuesday to Thursday, from 8am to 5.30pm, during school term times only. She is a qualified teacher. The childminder receives funding for early education for children.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable for children.
- The inspector accompanied the childminder on a walk with the children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has had on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting 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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