

Childminder report

Inspection date: 9 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is nurturing and fosters strong bonds with children. As a result, children are happy and demonstrate they feel safe in her care. They confidently seek her out for support, reassurance or to join their play. The childminder is responsive and respectful of children, which helps them to feel valued and develop a positive sense of belonging. Consequently, children engage well in a variety of play opportunities and activities. The childminder is thoughtful in her approach to children's learning. She plans activities that incorporate children's own interests as well as meeting their individual developmental needs. This supports all children to make the good progress they are capable of.

The childminder is a positive role model for children of all ages. She has high but appropriate expectations for their behaviour and relays these through consistent messages to children. In turn, children's behaviour is good. When minor conflicts arise, children are well supported. The childminder is quickly on hand to support and facilitate turn taking. This helps children to understand their own and others' emotions. These opportunities help all children to develop a clear understanding of behavioural expectations as they build on their growing sense of right from wrong.

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

- The childminder is proactive in seeking ways to promote her ongoing professional development. She completes a wide range of training to broaden her knowledge as she strives to continually strengthen her practice. She embraces support from a variety of sources, including networking with other childminders and carrying out her own research to support children in her care. This shows a clear commitment to continual development that positively impacts children.
- The childminder understands the importance of promoting and building on children's communication and language skills. Younger children hear clearly pronounced, single, repetitive words. Older children have regular opportunities to develop their conversational skills. The childminder narrates children's play appropriately and gives them time to think, process and respond to new information. This supports all children to become confident communicators.
- Overall, the childminder provides a broad curriculum with a strong focus on communication and children's emotional well-being. Children take part in a wide range of experiences to support their overall learning and development. However, the curriculum for mathematics is not as well embedded as other areas of learning. This means that children do not always have opportunities to learn or practise key mathematical concepts.
- The childminder recognises the importance of promoting children's health. They have an abundance of opportunities to be physically active, developing their core

muscles. The childminder also provides nutritious foods to support healthy eating. In addition, she incorporates teaching children about oral health and how to stay safe online appropriately for children's ages. Furthermore, the childminder talks to children about the effects of exercise on their bodies. For instance, she encourages children to feel their own heartbeats after running. As children acknowledge their hearts are beating fast, she talks to them about needing a quick break and a drink to help their bodies be ready for more running. Children are supported to learn how to keep themselves fit and well.

- The childminder's familiar routines help young children to know what is happening next. Overall, she supports children to develop their independence. For example, they wash their hands before mealtimes and help get their shoes on to go outside. However, at times, opportunities to build on children's independence skills are not consistently encouraged. For instance, in her enthusiasm, the childminder does some tasks for children, such as fully preparing their snacks and drinks during mealtimes. She does not always recognise such opportunities to extend children's independence even further. Despite this, children are making progress as they develop their self-care skills.
- The childminder is conscientious about keeping children safe. She ensures that the premises are secure and fit for purpose. She closely supervises children to ensure their safety. Furthermore, the childminder supports children to identify potential hazards and learn how to keep themselves and others safe.
- The childminder regularly shares information with parents about their child's day and progress. This is captured through a variety of communication methods that suit individual families. Parents are complimentary of the care and learning their children receive with the childminder and report that their children have made good progress since starting.

Safeguarding

The arrangements for safeguarding are effective.

There is 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:

- make greater use of everyday opportunities to extend children's understanding of mathematical concepts
- explore ways for children to develop their independence skills even further.

Setting details

Unique reference number	2716250
Local authority	West Sussex
Inspection number	10388425
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2023 and lives in Chichester, West Sussex. She operates from Monday to Friday, 9am to 2pm, all year round. She provides funded early education for children from the ages of nine months to four years. The childminder holds a level 3 qualification in early years.

Information about this inspection

Inspector

Natalie Moir

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The childminder and the inspector took part in a joint observation of a mealtime routine.
- Parents shared their views of the childminder 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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