

Childminder report

Inspection date: 11 June 2025

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 appear happy and show they are comfortable in the childminder's home. They look through folders of photos of themselves and their friends. Together, children reflect on their previous learning and activities. They talk about trips to the park and the beach. The childminder builds strong relationships with children. They sit on her lap, looking at the different characters and animals in the toy box.

The childminder has high expectations for children's behaviour. She discusses the importance of taking turns as children play with bicycles in the garden. Children show an excellent understanding of these expectations. They talk confidently about sharing kindly, and they patiently wait their turn for resources. Children behave well.

Children enjoy the different activities available to them. The childminder prepares her environment to follow the children's interests. For example, when children are interested in a specific book, such as 'The Very Hungry Caterpillar', she provides props from the story for them to explore. Furthermore, children enjoy watching caterpillars transform into butterflies in their own butterfly garden. Children learn about growth and change.

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

- The childminder presents information clearly to children when she prepares activities. For example, she tells children the resources they need and explains instructions clearly. The childminder models how to use a stone, leaf and paper to make patterns on paper. Children engage in the activity well as they explore the experience further with different coloured petals. Children's creativity is well promoted.
- Children are immersed in a language rich environment. The childminder supports children's developing vocabulary. She provides them with descriptive words, such as 'sharp' and 'smooth', as they explore rocks in the garden. The childminder also introduces children to a wide range of books. She reads to them with enthusiasm to engage them in the narrative. Children frequently look at books independently and memorise favourite stories with confidence. Children's literacy development is supported well by the childminder.
- The childminder has a good knowledge of children's stages of development. Overall, she understands the different areas of learning and how to implement the curriculum effectively. However, the intentions for the mathematics curriculum are less clear. This means that, occasionally, the childminder does not consider broader mathematical concepts to extend children's learning further.
- The childminder introduces children to festivals, such as Chinese New Year and Christmas. However, she has not yet fully embedded teaching that prepares

children for life in modern Britain. For example, she does not consistently consider a rich range of learning experiences to further promote children's curiosity about the wider world around them.

- The childminder teaches children about their feelings. She often asks them how they are feeling and uses stories to promote this. For example, she uses opportunities to ask children what might make them feel 'sad' or 'angry'. Children are supported to learn the language of emotions.
- Older children are supported to learn about how to keep themselves safe online. The childminder frequently has conversations about the use of technology and the potential risks. Through this approach, children learn how to access the internet safely and where to go for help if needed.
- The childminder builds partnerships with other professionals. She works closely with local schools to support children who attend her setting before and after school. The childminder also develops partnerships with other early years settings that children attend. They discuss information about children's progress to promote a shared approach to children's education.
- Parents provide positive feedback about the childminder. She communicates with them frequently and provides parents with information about their children's learning. This supports them to extend children's learning further at home.

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:

- develop the curriculum to broaden the mathematical learning experiences delivered to children
- embed teaching that provides children with knowledge about people in the wider community to help prepare them for life in modern Britain.

Setting details

Unique reference number	EY260095
Local authority	West Sussex
Inspection number	10388476
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Lancing, West Sussex. The childminder has an early years teacher status qualification. She is open all day on Wednesday and provides care before and after school throughout the week. The childminder also provides care in some of the school holidays. She provides government-funded early education for children between the ages of two and four years.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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