

Childminder report

Inspection date: 8 May 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

The childminder welcomes children warmly to this home-from-home setting. Children demonstrate close relationships with the childminder when they discuss their families and upcoming birthday celebrations. Children appear happy as they explore different resources with confidence. They enjoy writing their names on boards. Children form their letters with success and proudly show the childminder their work. The childminder offers them praise for their accomplishments.

Children demonstrate a good understanding of what is expected of them. They follow instructions with ease. For example, at tidy-up time, children quickly place the items they have been playing with away. Furthermore, the childminder supports children to learn how to play kindly with one another. They regularly discuss the importance of sharing and being kind to others. Children develop high levels of respect for their friends.

The childminder plans an ambitious curriculum that intends to broaden children's knowledge. For example, the childminder wants children to learn about different aspects of nature, such as insects and habitats. She provides them with new words such as 'scorpion' and 'mantis'. Children are excited as they use the knowledge they have gained to make predictions about where to find insects in the garden.

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

- Children are confident communicators. They regularly have friendly conversations with their peers. Together, they discuss their favourite toys and speak positively about their abilities. The childminder encourages children's language further. She engages with them imaginatively as they make pretend meals in the outdoor kitchen. The childminder helps children build a broad vocabulary that reflects their experiences.
- Children have access to a wide range of writing equipment. They use their imaginations and draw effortlessly. The childminder introduces children to different letters to develop their understanding of the written word. Children have opportunities to make marks in different environments. For instance, they use pencils and paper as they complete checklists in the garden. Children build skills to prepare them for early writing.
- The childminder uses inspiring learning opportunities to increase children's understanding of number. For example, children hunt for pretend bugs in an activity tray, and the childminder encourages them to count their legs. Children begin to make comparisons and recognise different sizes. The childminder extends this learning and supports children to describe different insects using words such as 'medium' and 'small'. Children gain valuable age-appropriate mathematical skills.

- Children are active in their play. The childminder provides equipment and encourages children to explore how they can move. Children giggle with delight as they race each other on ride-on toys in the spacious garden. The childminder also takes children to the park so they can learn how to climb and balance. Children build good physical skills.
- The childminder has not yet developed home-learning communication with parents that focuses on extending children's love of reading. However, she does recognise the importance of books in her curriculum. She introduces children to stories and rhymes. The childminder also encourages them to learn that books can be used to discover facts. For example, she shows children how to use the pictures in an insect book to identify them in the garden.
- The childminder keeps parents informed about children's activities and outings each day. However, the childminder has not established channels of communication with other early years settings children attend. This means information about children's learning is not shared. Consequently, children do not consistently benefit from a shared approach to their learning.
- The childminder recognises the importance of reflecting on her practice. She evaluates her own skills and develops her knowledge. For example, the childminder engages in training to build on her knowledge of supporting children's developing speech and language skills. This helps enhance her teaching skills with children.

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 home learning strategies that focus on extending children's love of reading
- build partnerships with other early years settings that children attend to promote a shared approach to their education and care.

Setting details

Unique reference number	EY269322
Local authority	West Sussex
Inspection number	10380456
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 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2003. She lives in Rustington, West Sussex. The childminder cares for children between 7.30am and 5.30pm, Monday to Thursday, throughout the year. She holds a childcare qualification at level 3. The childminder provides government-funded early education to children between the age of nine months old and four years old.

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 provided the inspector with a sample of key documentation on request.
- 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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