

Childminder report

Inspection date: 13 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the kind and caring childminder. They are confident in their surroundings and are eager to explore the stimulating activities that the childminder has provided for them. The childminder is a good role model. She uses a calm and friendly approach when speaking to children and, in turn, they respond positively. Children develop strong, warm relationships with the childminder, and she is responsive to their needs. Children are excited by learning and confidently choose to explore their favourite toys, such as puzzles and building a train track. The childminder teaches children how to share resources and to play cooperatively. Consequently, children build up meaningful friendships and are keen to share their experiences with other children.

From a young age, children are effectively developing their independence skills. They can make choices, feed themselves and put on clothing. The childminder has a clear focus on supporting children's independence and social skills. As a result, children are ready for the next stage in their education, such as going to school. The childminder effectively supports children's emotional well-being. She gives children lots of encouragement and praise. She uses her skills to gently divert attention away from unwanted behaviour. The childminder teaches children the language of emotions which allows them to begin to recognise and understand their feelings.

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

- The childminder is reflective. She continually evaluates what she wants children to learn and adapts the environment and experiences to meet the needs of all children. The childminder, who works closely with her co-childminder and assistants, provides children with experiences that reflect their current interests and existing knowledge. Children take part in purposeful learning across all areas of the curriculum. They are encouraged to take a lead in their own play. Children make good progress from their starting points and demonstrate high levels of confidence. The childminder listens to what children have to say and they know that their opinions matter.
- The childminder understands the importance of helping children to develop their speech and communication skills. She uses clear and precise language when she interacts with children. They are given time to respond which allows them to contribute their own thoughts and opinions about what is happening. For example, when reading stories from a book, the childminder regularly stops to ask the children to describe what they are seeing and to predict what might happen next.
- Generally, the childminder responds to children's needs well. She joins in with their play and encourages children to contribute to discussions and help to

decide what is happening next. Children are praised for persevering during activities. However, there are times when the childminder focuses her attention on older, more capable children. As a result, younger, less capable children often do not get the same chance to make decisions or direct the play. For example, on occasions, the childminder's attention is taken by the enthusiasm of some children, and this directs her attention away from others.

- The childminder knows the children well. She explains in detail about the children's unique personalities and what they need to learn next. The childminder focuses on any potential gaps in children's learning or experiences. She provides purposeful, support for those children who may need it, including planning carefully what resources there are in the learning environment.
- Children develop a great love of books. The childminder skilfully reads stories to the children, which captures their attention. She brings stories alive by suggesting actions to well-known stories. Children squeal with delight as they pretend to walk through forests and run away from a bear. Older children are asked to discuss how the bear may have been feeling, and younger children learn new vocabulary, such as 'squelch' and 'swish'.
- The childminder provides healthy, nutritious snacks. Children learn about the importance of washing their hands before they eat, and after visiting the toilet. The childminder talks to children about the germs which cannot be seen, and children readily wash hands after using tissues to blow their noses. Children are building on their knowledge about the importance of hygiene. This helps them develop healthy habits for the future.

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:

- ensure all children receive as much attention and support as older more articulate children, making sure all children's learning needs are consistently met.

Setting details

Unique reference number	EY302362
Local authority	West Sussex
Inspection number	10388351
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 9
Total number of places	8
Number of children on roll	13
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder registered in 2005 and works, with assistants, from the home of her co-childminder in Littlehampton, West Sussex. They operate all year round from 7.30am to 5.30pm, Monday to Friday. The childminder works Monday from 8.30am to 5.30pm and Thursday from 8am to 4.30pm. She holds a relevant childcare qualification at level 3. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided 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.
- The inspector took into account the written views of parents.

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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