

Childminder report

Inspection date:

7 May 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

Summary of key findings

This provision meets requirements

- The childminder describes the importance of providing children with high-quality interactions to support their learning. She reflects on how she would plan children's play to extend learning. She describes how she would use her observations of children to build a curriculum that helps them make progress.
- The childminder explains how she would foster strong working relationships with parents. She describes activities and advice she might share with them to help children's learning at home. She also describes how she would share information with other professionals working with children to ensure consistency of care.
- The childminder describes her positive expectations for children's behaviour. She discusses the need to adapt her approach according to the age and stage of the children. This would help them understand how they must respect and value one another.
- The childminder explains how she would encourage children to adopt healthy lifestyles. For instance, she would provide children with nutritious food. Children would be expected to become independent in skills, such as washing hands before eating, or taking themselves to the toilet. The childminder describes how children would be taken to play outside every day.
- The childminder understands her role and responsibilities in keeping children safe. She knows the signs and symptoms of abuse and neglect, and the importance of keeping timely and accurate records, which can be shared appropriately, should this be required. She continues to renew her training to improve her professional knowledge and skills. She updates her policies and procedures in line with local authority and national requirements and legislation.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY310549
Local authority	West Sussex
Inspection number	10376186
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	7 to 11
Total number of places	6
Number of children on roll	0
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2005 and lives in Shoreham-by-Sea, West Sussex. She operates Monday to Thursday, from 3.15pm to 5.30pm, during term time only. The childminder collects children from the local schools.

Information about this inspection

Inspector
Alison Martin

Inspection activities

- Although there were no children in the early years age range present at the time of this inspection, there were children present who were over the age of five years.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder provided the inspector with a sample of key documentation.
- The childminder described how she would organise the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke with children during the inspection and took account of their views.

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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