

Childminder report

Inspection date: 3 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 enjoy their time in the warm and nurturing home-from-home environment. The childminder uses encouragement and praise to build up children's confidence and self-esteem. In her curriculum she prioritises children's emotional well-being. This helps children to develop a sense of belonging and feel safe and secure. The childminder's kind and respectful demeanour positively impacts on the way in which children treat each other and resources. Children willingly take turns. They are very well-behaved, and without being reminded say please and thank you.

Children demonstrate positive attitudes to their learning and are eager to become involved in the activities the childminder has planned. The childminder plays alongside children and encourages them to contribute their thoughts and ideas. For example, during a tower building activity children are encouraged to think about numbers and concepts such as height and size. Children squeal with delight when they playfully knock over the childminder's tower. Engagement and enjoyment during activities is high.

Children anticipate an enjoyable time with the childminder. The childminder uses the information gathered from parents and children's existing knowledge to plan activities. For example, she provides toy garages, cars and ramps to meet children's current interests. Children who enjoy music and dancing are encouraged to hop and dance in time to the music.

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

- The childminder participates in regular professional development training. This helps to improve her skills and knowledge. She regularly meets and shares good practice with other childminders. The childminder has good relationships with parents and involves them in their child's education. Parents provide extremely positive feedback about the quality of education and care that their children receive.
- The childminder gathers important information which she uses to create a baseline assessment for each child when they have settled. She uses ongoing assessment to monitor children's progress, and this swiftly helps to identify gaps in learning. The childminder shares children's learning and development progress with other professionals, such as other childminders. This ensures that children receive continuity of care between settings.
- The childminder broadens children's understanding of the world around them. Children plant and grow vegetables in the childminders garden. They attend a weekly woodland session alongside larger groups of children. The childminder teaches children how to care for living things, such as the setting's tortoise. She takes children to look for crabs at the nearby beach. Children develop a strong

sense of awe and wonder about the world around them.

- Generally, the childminder provides a language rich environment. Children have continuous exposure to stories, rhymes and discussion and the childminder provides a narrative as children play. However, she does not plan as effectively in order to introduce children to a wider range of vocabulary and help them practise new words during play. This does not fully support children to further extend and broaden their language skills.
- Children make good progress in the childminder's care. The childminder knows them well and is enthusiastic about what it is she wants children to learn next. Overall, children develop well from their starting points. However, on occasion, the childminder does not always precisely target some current gaps in children's development. For example, she does not always focus on the most important things that children would benefit from learning next. Despite this, children make good progress from their starting points.
- Children become increasingly independent in the childminder's care. They cut up their own fruits at snack time and are encouraged to use cutlery when eating. Children are learning how to wash and dry their own hands, and the childminder supports children to develop the skills that will help them to become independent in their personal care, such as using the toilet. Children can freely choose the activities and resources to play with. When finished, they tidy away the toys that they have been playing with.
- The childminder plans her environment well to reflect her broad and balanced curriculum. Children have constant access to a garden where they can practise their physical skills. The childminder provides a large range of quality craft activities which support children's imagination and creativity. She knows that by supporting children's fine muscle development in their hands it will help with their future writing.

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 more effective use of opportunities to extend children's language and vocabulary
- plan more precisely to target what children need to learn next to promote the best possible progress.

Setting details

Unique reference number	EY347956
Local authority	West Sussex
Inspection number	10388408
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2007. She lives in Littlehampton, West Sussex. She operates all year round from 8am to 6pm, Monday to Friday. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting 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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