

Childminder report

Inspection date: 11 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children play joyfully with the enthusiastic and welcoming childminder. After they wave goodbye to their parents, children confidently come inside to explore puzzles with their friends. The childminder increases children's learning as they play. She teaches them about the different colours and letters they can see. Children demonstrate that they feel safe and secure with the childminder. They cuddle with her and talk about how they are feeling. The childminder warmly engages with children and together they discuss the meaning of emotions, such as 'sad' and 'scared'.

The childminder creates a nurturing environment where children learn about right and wrong. For example, as children play she encourages them to consider each other's feelings. Together, they discuss the importance of sharing and children begin to understand the impact of their actions. The childminder has high expectations for children's behaviour.

Children enjoy a wealth of enriching activities. For example, the childminder takes them on outings to local wildlife parks and farms. This is to teach them about topics such as the environment and animals. The childminder plans these activities to broaden children's experiences. Children gain knowledge about the world around them.

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

- The childminder frequently builds on children's conversation and language skills. For example, she talks to children about their families and what they have been doing at home. Children respond confidently and talk about visiting a café. Furthermore, the childminder introduces children to words such as 'glass' and 'ceramic'. She explains the differences between these materials as they prepare a cooking activity. Children develop a broad vocabulary.
- Children have plenty of opportunities to explore their own physical abilities. For example, the childminder provides children with yoga cards to copy. This helps to increase children's understanding of how their bodies move. Children are highly engaged as they imitate the pictures they can see and try out different poses with the childminder. Physical development is promoted well.
- The childminder is animated and enthusiastic as she reads exciting stories. Children listen attentively and join in cheerily with their favourite parts. They kindly take turns as they choose different books and rhymes. Children begin to develop a love of reading.
- The childminder plans activities with a focus on learning. She carefully considers what the children know and what she wants them to learn next. However, at times, the childminder does not consider how to check older children's

knowledge or encourage them to make predictions for themselves. As a result, interactions do not consistently encourage children's independent thinking skills.

- Children receive frequent information that increases their understanding of a healthy lifestyle. For example, when children make bread, the childminder talks to them about the nutritional benefits of a balanced diet. Furthermore, the childminder provides them with information to increase their understanding of brushing their teeth. Children's personal development is supported positively.
- The childminder is passionate about her own professional development. She regularly engages in training to further her skills. For example, she recently completed training that increased her understanding of early literacy and supporting children's early reading. Through this, the childminder's curriculum is continually reviewed and developed for children.
- The childminder builds partnerships with other professionals involved in children's education. For example, she consistently engages with other early years settings that the children attend. Together they share information about children's progress and create plans for their future learning. Through this, children benefit from a shared approach.
- Parents speak highly of the childminder. They enjoy the exciting trips the children get to go on, such as visits to the library and the lifeboat station. The childminder regularly shares information with parents about their child's progress. She also provides suggestions for support with routines and learning at home. Parent partnerships are strong.

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:

- strengthen interactions with children to further support their independent thinking skills.

Setting details

Unique reference number	EY429682
Local authority	West Sussex
Inspection number	10376168
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2011. She lives in Shoreham-by-sea, West Sussex. The childminder provides care Tuesday to Thursday from 8am to 5.30pm, term time only. She is in receipt of early education funding for children aged between 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of group activities with the childminder.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025