

Childminder report

Inspection date: 3 April 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 demonstrate that they have good emotional attachments to the warm and welcoming childminder. They spontaneously leap onto her lap and cuddle her, beaming with happiness as they do so. Children build strong friendships. They show their affection for one another by offering hugs and kind words. For example, children show great care and concern for a friend who has fallen over. They say they will 'check on them'. Children develop good self-esteem and a sense of belonging as a result of the caring support they receive from the childminder.

The childminder provides an ambitious curriculum that incorporates children's interests well. She regularly takes children out into the local community. This inspires them to be curious about the world around them. For example, children recently went on a walk to spot buses. Children show good recall skills as they talk about how they went to a farm and picked their own berries. The childminder praises the children and tells them she is proud of their achievements. Consequently, children enjoy learning and show good levels of curiosity.

The childminder has high expectations for all children. She is a positive role model and supports children to develop good social skills and manners. For instance, children work together to happily tidy up toys when asked, using 'their powers'. Older children are mindful of the younger children and carefully walk around them. This helps children to develop good friendships.

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

- The childminder uses her knowledge of child development to plan a curriculum that enables children to meet their full potential. She provides a range of stimulating learning experiences and adapts them to reflect the different interests and abilities of children. For example, children use safety knives to carefully chop a range of vegetables. They show determination and resilience as they use all of their strength. Children recall how they watched tractors harvesting crops in a nearby field while they chop.
- The childminder uses observations and assessment of learning to track children's progress and identify what they need to learn next. Children, including those with special educational needs and/or disabilities, make good progress as a result.
- The childminder is aware of the importance of promoting books and reading stories in her home. Children can access books independently and enjoy looking at the pictures with the childminder. However, on occasion, she does not consider how best to keep the children's attention as she reads. This leads to some children becoming distracted and not always fully listening. This means that some children do not always fully benefit from her teaching.

- The childminder recognises the importance of developing children's communication and language skills. She narrates as children play and asks them questions to encourage conversations. Children have the time they need to think and respond. The childminder speaks clearly to the children and repeats words so that they hear the correct pronunciation. She also introduces new words such as 'gas canister' when talking about a hot air balloon. Children develop good early communication and language skills.
- The childminder incorporates mathematics well into children's play. For example, she encourages children to count the number of different farm animals they can find. Children then extend this activity by arranging the same animals into groups. This helps to develop children's counting and number sorting skills.
- Children recognise the importance of good hygiene as they wash and dry their hands before lunch. They enjoy a sociable lunchtime with their friends. Children chat to one another and compare their food choices. The childminder encourages children to open their own food packets. Children smile as they try their hardest to open the packets. This helps children develop their independence and confidence skills.
- The childminder is reflective in her practice. She takes effective steps to keep her knowledge and skills up to date. For instance, recent training around behaviour in the early years has helped her to understand why children sometimes behave the way they do. The childminder supports any assistants she works with to improve their skills through discussions and observing them as they work with children.
- Parents speak highly of the childminder. They talk about the good communication and the detailed feedback they receive. Parents comment that their children are very happy in the care of the childminder. The childminder involves parents in every aspect of their child's learning. She provides interesting ideas for home learning to support children's development in the setting. These positive relationships promote consistent approaches to each individual child.

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 the organisation of story time to help children remain engaged and actively involved.

Setting details

Unique reference number	EY449210
Local authority	West Sussex
Inspection number	10392364
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	0 to 3
Total number of places	6
Number of children on roll	17
Date of previous inspection	19 August 2019

Information about this early years setting

The childminder registered in 2012. She works alongside an assistant. The childminder lives in Bognor Regis, West Sussex. She operates from 7.30am to 5.30pm, Monday to Thursday, and before and after school on Friday, all year round. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views about the childminder's service with the inspector via written testimonials.
- 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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