

# Childminder report

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Inspection date: 12 August 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children wave goodbye to their parents confidently, excited to begin their day. The childminder welcomes them warmly and children give her a hug. Children feel safe and secure. They build strong bonds with the childminder. Children demonstrate good independence skills. The childminder offers praise and encouragement, for example, as they put on their shoes ready for outdoor play.

The childminder constructs a curriculum that is broad and meaningful. She prepares outings that provide children with experiences to teach them about the wider community. Children talk excitedly about their trips to the local beach and farm. The childminder considers the importance of teaching children about people who are similar or different to themselves. Children gain knowledge that increases their understanding of the world they live in.

Children understand the high expectations that the childminder has for their behaviour. They share with one another, and older children ask others if they would like to join in with games. The childminder supports children to remember these expectations. She gently talks to them about the importance of taking turns. Children behave well and build respectful relationships with others.

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

- The childminder creates an exciting literacy curriculum. She provides children with a variety of books and story sacks for daily enjoyment. At story time, children eagerly sit down, excited to find out which book they are reading that day. The childminder introduces each character with enthusiasm to help keep children engaged. They listen attentively and participate by repeating common words and phrases. Children demonstrate positive attitudes to learning, and they develop a love of reading.
- Children become immensely involved in their imaginative play. The childminder provides children with resources, such as bubbly water and cups. Children discuss different ideas as they play creatively with one another. They explain they are making 'cappuccino'. The childminder consistently increases children's growing vocabularies. She provides babies with simple words, such as 'where' and 'cat'. Babies also begin to learn sign language as the childminder models this frequently. Children develop strong communication skills.
- The childminder successfully organises the learning environment to capture children's interest. Children explore the resources and play freely. The childminder plans activities that are targeted to promote specific learning. For example, she plans creative activities to encourage children to explore their senses and to develop their hand-eye coordination as they use small tools. However, at times, the childminder does not adapt group activities to reflect the

differing abilities and learning needs of all those taking part. This means that, on occasion, some children do not benefit as fully as others from the intended learning.

- Babies receive close and nurturing care from the childminder. She is highly responsive to children's needs and manages hygiene routines with respect. During nappy changing, for example, she kindly explains what she is doing and giggles with babies and young children. Children's emotional security is promoted.
- The childminder teaches children about the importance of independence. Children confidently learn to carry out routines, such as handwashing, for themselves. The childminder provides children with opportunities to consider risks when they play outdoors. Children climb and balance on the equipment with ease and confidence.
- The childminder provides parents with information about their child's learning. This means that they can work together to enhance children's progress. Furthermore, the childminder works with schools and early years settings that children attend. She does this to ensure that children benefit from a shared approach to their learning.
- The childminder participates in regular professional development courses. She completes this training to increase her knowledge and to support different groups of children. This enables the childminder to develop her own curriculum and raise teaching standards for children.

## 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:**

- enhance the planning of group activities to promote all children's understanding of the information being presented.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY452837                                                                          |
| <b>Local authority</b>                             | West Sussex                                                                       |
| <b>Inspection number</b>                           | 10351103                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 5 October 2018                                                                    |

## Information about this early years setting

The childminder registered in 2012 and lives in Worthing, West Sussex. She operates all year round, from 7.30am to 5.30pm, Monday to Friday. The childminder has a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Houston

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The childminder spoke to the inspector about children's learning and development, with a focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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