

Inspection of Roberts, Stacey Beverley Sheila

● Eastern Avenue, Shoreham-By-Sea, West Sussex BN43 6PD

Inspection date: 6 June 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

There are strong bonds between the childminder and children. She is calm and provides reassurance to children when there are visitors to the setting to help them feel safe and secure. The childminder acts as a good role model for children. This helps children learn to be polite and well-mannered. For example, children remember to say 'excuse me' when needed. Children also learn to take turns with each other with the support of the childminder. For example, she supports them as they take turns watering their plants with the watering can.

Children learn about the days of the week through regular discussions with the childminder. She encourages them to think about the date by reminding them of the previous date and that today is one more. Children eagerly work it out and proudly shout out the correct date. The childminder plans activities that encourage children to be creative and learn about the world around them. For example, children paint caterpillar shapes ready to plant seeds in. They learn that cress needs water to grow as they plant the seeds. Children can recall information from stories they've read with the childminder and relate this to their experiences. For instance, they talk about caterpillars eating too much and having stomachache before becoming a butterfly as they make their caterpillars.

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

- Since the last inspection, the childminder has worked hard to improve her knowledge of risk assessments. She ensures that the home remains safe and suitable for younger children.
- Children behave well. They understand the rules and boundaries of the setting and can follow these. Children listen well and follow the instructions the childminder gives. For example, children help to tidy up their toys before changing activities.
- The childminder teaches children about how to keep themselves healthy. They learn to meet their personal hygiene needs. For example, they learn to wash their hands before meals and how to brush their teeth. The childminder also helps children understand which foods are healthy to eat for their snack and lunch. Children eagerly eat a range of fruits for snacks and remember it's a healthy choice.
- Children go on regular outings within their community to support their learning and development. For example, the childminder takes the children to story time at the local library, which helps develop their listening and attention skills in a group setting.
- The childminder supports children who speak English as an additional language well. She understands the importance of including children's home language during their time with the childminder. For example, she will play nursery rhymes

in their home language. The childminder also encourages parents to share keywords in their home language. This helps to support children's communication skills and helps children develop an understanding of different cultures.

- The childminder's curriculum focuses on personal, social and emotional development as well as children's communication and language skills. She develops these using children's interests. However, adult-led activities sometimes do not support the childminder's curriculum intent for children's learning. This means that, occasionally, activities do not extend children's learning further.
- The childminder knows her children well. She regularly assesses and monitors children's learning and development to ensure that children continue to make good progress. However, the childminder does not yet plan precise next steps that extend and challenge children's learning even further.
- The childminder recognises the importance of sharing information with other settings children attend to support children's learning and development. This includes sharing information to help children transition to their next stage in learning, such as going to primary school. This helps to ensure children are supported well as they change settings.
- There are strong partnerships between the childminder and parents. Parents comment on the loving and caring nature of the childminder. They praise the good communication they receive and the support she provides, such as signposting them towards additional support services, including speech and language therapy as needed.

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 arrangements for identifying focused and precise next steps for children's learning to consistently offer appropriate challenge
- focus more precisely on the intended learning intentions during planned activities.

Setting details

Unique reference number	[REDACTED]
Local authority	West Sussex
Inspection number	10362628
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	3 to 4
Total number of places	4
Number of children on roll	4
Name of registered person	Roberts, Stacey Beverley Sheila
Telephone number	[REDACTED]
Date of previous inspection	25 July 2024

Information about this early years setting

The childminder registered in 2009. She lives in Shoreham-by-Sea, West Sussex. The childminder operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder accepts funding for those aged nine months and older.

Information about this inspection

Inspector
Natasha Jarvis

Inspection activities

- The childminder explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the childminder during the inspection.
- The inspector sampled relevant documents.
- Parents shared their views with the inspector through written feedback.
- The inspector observed the childminder and children throughout the day.

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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