

Childminder report

Inspection date:

9 September 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from an exceptional start to their learning. The childminder works highly effectively with her assistants to ensure that every child feels valued and included. Children's individual learning needs are planned for meticulously. For instance, quieter children have the space to explore freely and without unnecessary interruption. They know that familiar adults are close by to support them, should they need it. More confident children engage in lengthy discussions with adults and demonstrate the breadth of their knowledge and understanding. Every child makes rapid progress from their individual starting points.

Children demonstrate how secure and happy they feel. They turn to familiar adults when they need comfort and support, and are quickly settled. Children benefit from the exceptionally homely, family atmosphere. They explore the childminder's home and garden freely and know exactly where their favourite things are. For instance, babies confidently crawl over to the swings hanging in one of the trees in the garden. They lift their arms to show they want to be picked up. The childminder responds immediately and instantly knows what children want. She gently places them in the swing and sings to them as they giggle with delight and learn how to move the swing themselves.

Children's behaviour is exemplary. From a very young age, children quickly learn how to share, take turns and be kind to others. The childminder and her assistants consistently model these actions in their own interactions with children. They purposefully teach children about the importance of showing courtesy and respect for others. Consequently, children form strong relationships with their friends and play together harmoniously.

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

- The childminder works exceedingly well with her assistants. Their combined expertise and professional experience contribute towards the exceptional quality provided. The childminder constantly reflects on her provision. She works tirelessly to make positive changes and responds to what individual children and families need. For example, the childminder accurately recognises that some children need more targeted support in building their emotional resilience. Therefore, the childminder has reviewed her curriculum and now plans for this seamlessly throughout all aspects of her provision.
- Teaching is of the highest quality. Children develop exceptionally positive attitudes towards learning. Babies and younger children show how they love to explore. They reflect awe and wonder as they play with sugar-free jelly. Children delight in watching the texture change as they squash it between their fingers. They develop their coordination as they use spoons and other objects to scoop

the jelly. Children start to use words such as 'wow' as they explore and develop a real sense of interest and curiosity.

- The childminder plans an exceptionally rich and diverse curriculum. She makes full use of her garden and the rural environment to support children's love of nature. For instance, children excitedly talk about the horses they frequently visit, and how they feed them carrots. Children show deep fascination as they find a spider in its web hanging from the tree where they are playing. They are enthralled by watching it move. The childminder uses the opportunity to help children learn about spiders and to deepen their understanding of how a spider spins a web.
- Children grow in confidence and gain an extensive range of skills and knowledge. The childminder is particularly mindful in building children's resilience. She actively encourages children to show perseverance when tasks are initially tricky and helps them develop a strong 'can-do' attitude. Children learn how to swim and ride a two-wheeled bicycle. These opportunities support children's independence, build their self-esteem and equip them well for future learning.
- The childminder and her assistants support children's communication skills extremely well. They promote a language-rich environment and listen attentively to what children say. They are exceptionally responsive to children who are still learning to communicate, and understand their non-verbal and early words clearly. Books and rhymes are used intrinsically throughout the provision to support children's developing vocabulary and love of literacy. For instance, children thoroughly enjoy the story of 'The Colour Monster' and talk about their emotions and how different situations make them feel.
- The childminder offers a fully inclusive setting. She welcomes all children and families and values their unique backgrounds and experiences. The childminder is exceptionally responsive when she recognises that children need some extra help with their learning. She uses additional funding wisely and invests in resources and equipment that will best support children's needs. As a result, any gaps in children's learning close rapidly.
- Partnerships with parents are extremely effective. Parents praise the childminder and her assistants highly and recognise the personalised approach they have in meeting their children's individual needs. All parents noted the exceptional levels of progress their children make in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	126210
Local authority	East Sussex
Inspection number	10407842
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 10
Total number of places	12
Number of children on roll	11
Date of previous inspection	20 January 2020

Information about this early years setting

The childminder registered in 2001. She lives in Newick, East Sussex. The childminder's husband and daughter are registered as her assistants. The childminder operates from Monday to Friday, from 7.45am to 5pm, for most of the year. The childminder provides funded early years education for eligible children.

Information about this inspection

Inspector

Jo Caswell

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this has on the children's learning.
- The childminder explained how she organises her service and how she plans her early years curriculum.
- The inspector spoke with the childminder's assistants and talked about how they keep children safe and plan for children's learning.
- Written feedback from parents was read, and their views were considered.
- The inspector observed the interactions between the childminder, her assistants and the children.

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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