

Childminder report

Inspection date:

22 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

There are weaknesses in the childminder's knowledge that impact the quality of education delivered to children. Despite this, children arrive happy and excited to begin their day. They confidently come inside and select toys to play with. The childminder welcomes children warmly and begins friendly conversations with them. Children build close relationships with the childminder. She praises them positively as she supports sensitive care routines. For example, she enthusiastically encourages children to successfully toilet-train. Children feel safe and secure as the childminder promotes their emotional security.

Children enjoy plenty of activities out in the local community. For example, the childminder regularly takes children to the local park. The childminder also plans activities and outings. For example, she takes children on walks and on public transport. She organises visits to interesting destinations, such as the beach and the aquarium. The childminder also wants children to learn to behave well. She promotes this through modelling these behaviours, such as being kind and patient. The childminder sings a short tune with children that affirms positive messages around sharing with others.

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

- The childminder does have some knowledge of the different areas of learning and can outline some activities that support children's progress. For instance, she knows that she wants to read with children and introduce them to books. However, the childminder's intentions for what she wants children to learn are not clear and she has not implemented an ambitious and well-sequenced curriculum. For example, although she plans for children to learn about counting, she does not identify any other specific learning intentions for the mathematics curriculum. Similarly, the childminder does not identify precisely what she plans for children to learn across other areas of learning. This means that children do not consistently benefit from teaching that is focused on their individual needs.
- The childminder reads to refresh her knowledge of teaching. However, she does not evaluate her practice or knowledge effectively enough. For example, the childminder does not recognise weaknesses in her teaching or when there are gaps in her knowledge. This means that she does not focus her professional development precisely enough to ensure that she consistently raises the standard of teaching for children.
- The childminder failed to notify Ofsted about a significant event. This is a requirement of registration. To date, there is no impact on children as the childminder carries out regular risk assessments. She is now fully aware of what must be notified to Ofsted.
- Children enjoy playing in the childminder's garden. They independently use

balance bikes and giggle as they ride up and down the garden. The childminder joins in and introduces directional language, such as 'left' and 'right' as they turn. Children also show an interest in the strawberries and apples growing in the garden as they explore. However, children move between activities quickly and the childminder does not actively provide experiences that support children to become deeply engaged. This does not help to develop children's positive attitudes to learning.

- The childminder reads enthusiastically to children. She talks to children about the book and the different fruits they can see on the front cover. Children discuss the fruits they have at snack time and the childminder supports them to make comparisons. Children listen and ask questions. This supports children to begin to develop an interest in reading and stories.
- Parents provide positive feedback about the childminder. They discuss that they are grateful for the different activities and outings that their children benefit from. The childminder regularly engages with parents to share information about children's care routines. Furthermore, the childminder communicates with other settings that children attend. This partnership promotes a collaborative approach to children's care.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement a broad and well-sequenced curriculum that targets children's individual needs.	24/10/2025
engage in purposeful professional development to develop knowledge and increase the standard of teaching delivered to children.	24/10/2025

To further improve the quality of the early years provision, the provider should:

- provide engaging learning experiences that promote children's focus on learning.

Setting details

Unique reference number	131077
Local authority	Brighton and Hove
Inspection number	10407996
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 1997 and lives in Hove, East Sussex. She provides childcare on Tuesdays and Wednesdays from 9am to 4.30pm. The childminder has an appropriate childcare qualification at level 3. She provides government-funded early education to eligible children.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision.
- 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 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.

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