

Childminder report

Inspection date:

22 September 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

Met

What is it like to attend this early years setting?

The provision is good

The childminder works closely with parents before children start with her. This helps children to settle very quickly when they arrive at her home. Children show that they have developed secure bonds with her, such as throwing their arms around her and beaming with delight. The childminder responds warmly, which helps children to feel safe in her care.

Children enjoy the range of activities that they can choose from. They confidently explore the childminder's home and actively focus their attention on the activity of their choosing. The childminder follows their interests to build on their learning. For instance, she encourages them to make marks in the sand. Children show fascination as they use different tools in the sand and observe the effect that this has. This supports children to learn about cause and effect.

The childminder has high expectations for all children to succeed in their learning. She quickly identifies what she wants children to learn next, and she plans well to support them to reach their next steps. For example, she takes children on regular outings to encourage them to develop their confidence to experience new places and people. Consequently, children make good progress from their starting points.

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

- The childminder has a good understanding of the skills and knowledge that children need to learn, which is appropriate to their stage of development. This helps her to design a curriculum that provides appropriate challenge. She tracks children's development to establish what they have learned and what she wants them to learn next. This helps her to plan for children's learning so they continue to make good progress in their development.
- The childminder supports children to learn how they are expected to behave. For instance, she encourages children to take turns with each other. She also speaks calmly to children when they need support regulating their emotions. She talks to them about the impact of their behaviour on others. Children respond positively and quickly modify their behaviour. This supports them to develop their ability to regulate their own feelings and emotions.
- Overall, children learn how to do things for themselves. For instance, they eagerly attempt to put on their own shoes and jackets when the childminder asks them to get ready to go outside. The childminder offers help when she can see that children need some support. However, the childminder does not consistently give children time to respond when she asks them to do something. At these times, the childminder steps in too quickly, which does not fully enable children to process what they have been asked to do and follow her instructions.
- Children benefit from opportunities to develop their physical skills. This includes

practising throwing balls against a wall. Children show growing levels of coordination as they repeat the activity. Additionally, children spend time emptying and filling containers, making sandcastles and climbing the ladder to go down the slide. The childminder supports children to do these activities safely, which enables them to develop confidence in these activities.

- Children generally enjoy the daily routines, such as spending time in the garden and going on outings. However, the childminder has not fully considered how to organise mealtimes so that it continues to be an enjoyable experience for all children. For example, after children have finished eating, they spend too long in their highchairs while the childminder tidies up. At these times, children become restless and unsettled, which does not fully meet their needs.
- Parents are very happy with the care and learning that the childminder provides for their children. Their children settle very well with her, and she supports them to make good progress. The childminder shares appropriate information with parents, such as where their children are in their development and what she wants them to learn next. This helps parents to be informed of their children's progress.

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 teaching to consistently give children sufficient time to listen, process and respond to instructions
- improve mealtimes arrangements to ensure that children's needs continue to be met.

Setting details

Unique reference number	2605831
Local authority	West Sussex
Inspection number	10416934
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	22 November 2022

Information about this early years setting

The childminder registered in 2020. She lives in Crawley, West Sussex. She holds an appropriate childminder qualification. She operates from Monday to Wednesday, 7.30am to 5.45pm, all year round. The childminder provides funded early education for children.

Information about this inspection

Inspector

Hayley Kiely

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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