

Childminder report

Inspection date: 20 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are keen to arrive at the childminders 'home-from-home setting'. They say a confident and quick goodbye to parents as they rush to greet the childminder. The childminder is calm, nurturing and gentle. She plays alongside children and skilfully meets their emotional and learning needs. The childminder gathers important information from parents, such as routines, dietary needs and the children's interests. She uses this knowledge to plan stimulating activities for children that motivate them to learn. For example, the childminder uses toy farm animals to encourage children to recall a recent trip to a farm that they visited. Older children enthusiastically talk about the animals and the tractors that they saw. Younger children make animal noises and learn that a baby cow is called a calf.

The childminder is passionate about her role. She is a positive role model and has high expectations of the children. She offers gentle encouragement to guide their behaviour. Children are provided with plenty of praise and encouragement, which effectively supports their self-esteem and confidence. She consistently uses good manners and kindness as a model for the children. This helps children to behave well and has a positive impact on how children treat each other and the resources. The childminder teaches children about 'kind hands' and how to care for each other. As a result, children play well together and are learning to share toys and resources.

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

- The childminder very effectively promotes literacy. She reads to children at every opportunity. A range of books are accessible for children to choose from. For example, there are texture books with sounds to captivate babies and storybooks for older children. Babies feel the different textures on the pages and older children comment on the characters they see and what might happen next in the story. The childminder skilfully adapts activities, such as story time, to incorporate children's current interests and what they need to learn next. For instance, when babies explore books the childminder introduces new words, such as 'bumpy' and 'soft'. Older children are encouraged to share their thoughts and opinions. Children are developing good communication skills.
- Children are provided with many opportunities to develop their physical skills. They have regular access to the childminder's garden, where they move freely, ride in toy cars and transport water in large containers across the garden. The childminder provides a range of rich learning experiences for children which she skilfully extends. For example, children visit a nearby space centre after they have shown an interest in building a rocket out of a cardboard box. The childminder sequences her curriculum to motivate children to learn and help

close any gaps in their learning.

- Children develop good independence skills. The childminder supports them to self-select from a large range of good quality activities and toys across her provision. Children can freely choose what they want to play with next. However, at times, children struggle to maintain focus on an activity because of the vast number of resources that have been set out for them. This occasionally leads to children becoming distracted and flitting between tasks. Consequently, there are times when planned learning intentions are missed.
- The childminder has a strong understanding of what she would like children to learn next based on children's current knowledge and interests. She provides a good balance of child-led and adult-led activities. However, there are times during small group work that learning is not fully extended through quality interactions. As a result, some children lose focus and wander off. Other children remain but learning is more incidental rather than purposeful. Despite this, children's overall engagement and enjoyment throughout the day is high.
- The childminder maintains good two-way communication with parents. This contributes to effective relationships between families and the childminder which supports continuity of care between home and the childminder's setting. The childminder shares daily updates and photos of children's learning. She understands the importance of sharing important information with other settings that children may attend. She describes how she would get children ready for the future transition to the next stage of their education, such as school. This approach positively impacts on the experiences of the children. Children are well prepared for future learning.

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:

- review and improve the organisation of the learning environment to make it easier for children to focus on their chosen activities
- target adult-led activities more precisely to support children to benefit more fully from the intended learning.

Setting details

Unique reference number	2704392
Local authority	West Sussex
Inspection number	10376610
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Horsham, West Sussex. She cares for children between 7.30am and 5.30pm, Monday to Thursday, all year round except for family holidays. The childminder holds an relevant childcare qualification at level 5. She provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.
- 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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