

Childminder report

Inspection date: 17 July 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

The childminder provides the children with a calm and loving home-from-home environment. She ensures that all children's needs are met. Children demonstrate very high levels of curiosity in the stimulating environment provided. All children, including children with special educational needs and/or disabilities (SEND), make strong progress from their starting points. For example, for children who require additional help, the childminder seeks out external professionals to help her provide a bespoke transition to school programme. The childminder applies for additional funding, when required, to help children receive the support and help that they need. She completes in depth training, which gives her the skills and knowledge to respond to children's developmental and medical needs.

The childminder's curriculum is exciting and inviting to all children. She is committed to providing all children with unique learning experiences that are both educational and exciting. The childminder is kind and gentle and sets high expectations for children's good behaviour. She provides boundaries and routines, which effectively support children's transitions. This helps children to understand what is happening next and strongly supports their emotional health.

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

- The childminder supports children's personal social and emotional development very effectively. Children are kind and the childminder teaches them how to share, take turns and help each other. They are encouraged to be independent. For example, they tidy-up toys, hand out cups to their friends and can put on their own shoes. They receive praise for perseverance in tasks and for being kind and helpful. This helps promote cooperation, respect and high self-esteem.
- The childminder supports children's communication skills through conversations, careful questioning and stories. She encourages children to practise their speaking skills. Throughout the day, they are engaged in interesting and meaningful conversations with the childminder, her assistant and with each other.
- Children have good listening skills. They listen intently to the childminder as she describes how birds tap the ground to encourage worms to surface. Children develop a keen interest in the natural world. The childminder invites children to contribute to discussions during their daily walks. Even very young children talk about the changing seasons and that the 'green blackberries are only ready when they turn black'.
- Routines are well embedded and followed. For example, children, including very young children, follow the routines with ease. They know what is expected of them and this has a positive effect on their behaviour, which is very good. For example, children make their way to wash their hands when they know that

lunch is about to begin. When getting ready to go on an outing, children wait patiently so that the childminder can safely organise them before leaving the house. The day runs smoothly without disruption.

- The childminder demonstrates a clear passion and joy for working with children. She is committed to continuously developing her skills so she can support all children to a high standard. However, although there are some arrangements in place for the supervision and monitoring of assistants, the childminder does not precisely focus their professional knowledge on continuing to develop their skills and understanding, to support their teaching even further.
- Children learn about healthy lifestyles and how exercise and certain foods are good for them. Children have daily opportunities for exercise and running around in the fresh air. The childminder places a high importance on children developing healthy habits for their future, including why and how they must care for their teeth.
- The childminder encourages children to think about the diverse world around them as they engage in cultural celebrations that may be different from their own. She provides books in the languages spoken in the children's homes. This helps children to feel included and develop a sense of belonging.
- The childminder provides children with a range of experiences that they may not have previously had. For instance, she takes children on a train to visit the library. Children enjoy a very memorable bus ride and visit farms and nature parks, where they mix with other children. The childminder finds unique ways to ensure that children, including children with SEND, can enjoy an exciting sensory activity.

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 the supervision arrangements and coaching of staff to offer more targeted support to enhance their practice even further.

Setting details

Unique reference number	2717013
Local authority	West Sussex
Inspection number	10394499
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2023. She is based in Hassocks, West Sussex. The childminder operates all year round, Monday to Thursday from 7.30am to 5pm. She regularly works with an assistant. The childminder provides government funded early education places for children aged from nine months to four years. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder completed a learning walk with the inspector and discussed how she organises her curriculum.
- The inspector took account of the views of the parents.
- The inspector spoke to the children and the assistant childminder throughout the inspection.
- The childminder provided the inspector with a range of relevant documentation.
- The childminder and the inspector evaluated a planned activity.
- The inspector accompanied the childminder and children on an outing into the local community.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025