

Childminder report

Inspection date: 22 May 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 warmly greeted as they arrive at the childminder's home. They show their excitement as they anticipate a day of fun and learning. The childminder provides a home-from-home environment where all children, including those with special educational needs and/or disabilities (SEND), make progress in their learning. The childminder's curriculum is ambitious and age-appropriate. She identifies the skills children need to learn next and uses their current interests and existing knowledge to plan activities.

Children consistently demonstrate good behaviour. They are kind to their friends and look after the resources. The childminder teaches them how to share their toys and why saying 'please' and 'thank you' is important. The childminder is compassionate and gentle. She has a tactile approach, which benefits children when they feel sad or tired. This supports children's emotional health effectively. They feel safe and secure in the care of the childminder.

The childminder provides a range of stimulating experiences that motivate children to learn. She adapts her teaching to the age and stage of learning and development of individual children. For example, younger children learn new vocabulary as they hear animal noises and sounds when singing about a farm. Older children are asked to match baby animals to their parents. Children learn that a baby chicken is called a chick.

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

- The childminder evaluates her practice well. She identifies areas for professional development that will enhance her already strong provision. For example, recent training has developed her understanding of how to use sign language to promote children's communication skills. She is aware that this approach will benefit very young children and children with SEND. The childminder regularly communicates and shares the children's development with other settings that they attend.
- A key strength of the childminder is that she is an excellent role model for children. She sets clear boundaries and has developed routines to help children understand what is happening next. Children respond to the childminder with respect. They have developed strong bonds with her, and they play well with the other children.
- The childminder supports children's communication skills very effectively. She provides opportunities for children to develop their vocabulary, such as when singing rhymes. She encourages children to offer their opinions and thoughts during discussions. For example, when children eat fruit, they are asked to describe what it tastes like. Children are confident communicators as they

describe the food as 'squishy' and 'nice'.

- Overall, the childminder provides support for children to develop their self-care skills, such as handwashing. However, there is less focus during the day on helping children to carry out tasks for themselves. For example, children are not encouraged to put on dressing-up clothes and be independent in getting ready to go outside to play by putting on their own shoes. This limits children from developing skills they will need in preparation for the next stage in their education, such as going to school. Children do not consistently develop strong levels of confidence by doing tasks for themselves.
- The childminder provides children with rich learning opportunities outside of the home. For example, she takes them to visit local farms and the beach. Children go to the library and meet up to play with larger groups of children. This helps children to understand diversity and appreciate the community in which they live and the world around them.
- The childminder focuses on promoting healthy lifestyles. She makes sure that children have daily access to opportunities that promote children's physical development. For example, there are regular opportunities for fresh air and exercise, where children enjoy engaging in sensory learning activities. The childminder teaches children how and why they must wash their hands. She provides a variety of healthy fruits and nutritious meals full of vegetables for children to enjoy.
- The childminder plans exciting learning opportunities that support children's curiosity. For example, older children explore concepts such as melting as they try to get the model animals out of the ice. Younger children learn words such as 'slippery'. They use water jugs to transport water and delight as the water splashes to the floor. Consequently, children of all ages are highly motivated and enjoy the learning opportunities provided.

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:

- provide more opportunities for children to develop their independence skills.

Setting details

Unique reference number	2726231
Local authority	West Sussex
Inspection number	10398283
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	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder lives in Pulborough, West Sussex. She operates Monday to Thursday from 8am to 5pm, all year round. The childminder holds a level 2 qualification. 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 inspector considered the views of parents by reviewing feedback and holding discussions with them.
- The inspector looked at a selection of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities and observed the quality of teaching.
- The inspector and the childminder completed a joint observation of an activity to assess the impact of her teaching on the children's learning.
- The inspector and the childminder discussed how the childminder organises her early years curriculum.

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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