

Childminder report

Inspection date: 9 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

The childminder shows a genuine warmth and kindness towards the children. She is passionate about her role and eagerly welcomes children into her home. Children demonstrate their happiness and contentment during fun-filled exciting activities. The childminder adapts her teaching to suit the individual interests of each child. She uses information she has gathered from parents in addition to her own observations to plan what she wants children to learn next. The activities that the childminder provides generate a lot of curiosity from the children. She uses discussions and stories to captivate and challenge children's thinking. Children arrive at the childminder's house knowing they are going to have a day of fun. The sound of laughter and squeals of joy echo throughout the home.

The childminder's curriculum has a strong emphasis on supporting children's confidence and self-esteem. She knows that these are important for learning. The childminder listens attentively to what children have to say, showing them that they are valued and their opinions are important. She shows respect and is calm and sets high expectations for children's behaviour. Children know what is expected of them. They are polite and care for each other. The childminder teaches children turn-taking and explains why it is kind and important to share.

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

- The childminder reflects well on her provision. She shares good practice with other childminders and identifies additional courses to meet her training needs. For example, the childminder has pursued a course on supporting children with autism which will improve her already strong provision. Parents provide extremely positive feedback and appreciate the daily updates and information on their children's development.
- The childminder plans her environment to suit the unique needs of the children. She recognises that all children learn in different ways. For example, for those children who prefer to play outside, there is continuous access to a garden area. Children enjoy playing in the woods and getting muddy in puddles. The childminder provides a range of books linked to topics of interest. Children are fascinated as they listen to a story about a tadpole turning into a frog.
- The childminder's curriculum covers all areas of learning which ensures that all children make progress from their starting points. However, there are times when the childminder includes activities that do not always meet children's current learning needs as some tasks can be difficult to achieve. This means that on occasion some adult-led learning is not consistently suited to children's age and stage of development.
- Children are provided with a rich set of learning experiences. They mix with larger groups of children which helps with their social skills. Children have the

opportunity to meet with elderly people on a regular basis. This teaches them important values, such as compassion and an understanding that not all disabilities can be seen. Children have experiences that they might not have had before, such as going to the beach or a museum.

- The childminder makes sure she receives feedback from parents about their child's daily routines and important information such as dietary and medical needs. However, she has not yet established links with the other settings that children attend in order to share information with them. This does not ensure a consistent approach to meeting children's needs and individual next steps in learning.
- Children are well supported by the childminder to be independent. For example, they are encouraged to put away the toys when they have finished playing with them. This helps children to be more considerate of each other and the environment. The childminder provides an area where children can manage their own belongings as they arrive. They wash and dry hands under the watchful eye of the childminder. All toys and resources are easily accessible so that children can freely choose what they would like to play with.
- The childminder helps children to develop an understanding of healthy lifestyles. She provides fruits for children to eat and ensures that children drink fresh water throughout the day. The childminder has conversations with children that promote an understanding of healthy eating and oral health. This helps children to develop healthy habits for the future.

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:

- improve teaching to ensure that the curriculum is tailored to meet children's individual age and stage of development
- develop partnership working with other settings providing care for children.

Setting details

Unique reference number	2726292
Local authority	West Sussex
Inspection number	10398235
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is located in Steyning, West Sussex. The setting is operational from 8.00 am to 6 pm Monday to Thursday, term time only. The childminder has an appropriate level 2 qualification in childcare. 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 discussed her curriculum intentions with the inspector during the learning walk.
- The inspector observed the childminder and children throughout the day.
- The childminder and the inspector held discussions at appropriate moments.
- The inspector took into account the views of parents.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.

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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