

Childminder report

Inspection date: 3 June 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 appear very happy, confident and settled in the childminder's welcoming and inviting home. The childminder successfully implements a challenging curriculum that helps motivate children to learn. For example, when children are excited to see a butterfly, they go on to visit a butterfly museum and learn about the life cycle of a caterpillar. The childminder teaches children about how things work. This instils children's curiosity and excitement to explore and investigate. For instance, children make a parachute using a range of materials. They go on to explore the effects of dropping the parachute from different heights and discuss the concepts of speed, direction and gravity.

The childminder is a positive role model. Children are polite and behave well. The childminder teaches children about the benefits of healthy eating and the importance of remaining hydrated. She supports children to develop good physical skills. For example, children are confident to climb and balance safely on age-appropriate resources, such as ladder arches and stepping stones. They learn to move in different ways, such as swaying, bobbing up and down and clapping along to music. Children learn to be creative and make marks in interesting ways. This includes painting with different objects, such as sticks and daffodils.

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

- The childminder gets to know individual children well, including what makes them unique, their abilities and routines. This helps her to plan activities she knows will motivate children to learn. The childminder swiftly recognises their needs. For example, when children appear tired, she encourages them to find their comforter for a nap. All children have a positive attitude towards their learning and appear to have high levels of well-being and make good progress.
- The childminder establishes very positive relationships with all children to help them feel safe and secure. This is demonstrated when children snuggle close for hugs, and giggle happily as they play games, such as peekaboo.
- The childminder supports children of all ages to develop their communication skills. She provides good running commentary as they play. Children hear a wide range of vocabulary, such as during frequent singing and storytelling activities.
- The childminder successfully establishes positive partnerships with parents, who speak highly of her. The childminder communicates with parents daily, sharing what their children have enjoyed doing and what they will be learning next. The childminder helps provide a good link between the setting and children's home. For instance, children are excited to take 'Bumble' the bee home and share their adventures with their friends when they return to the setting.
- Overall, the childminder's teaching skills and knowledge are strong. For instance, even the youngest children are independent and confident at getting their own

nappies and comforters, when needed. However, the childminder does not swiftly address minor weaknesses in children's practice to enhance their learning experiences even further. For example, she does not provide them with opportunities to understand the importance of thorough handwashing routines.

- The childminder evaluates her practice daily. She considers how well she has engaged children and how she will enhance practice further. When working with assistants, the childminder observes them teach and interact with children. This helps her monitor the consistency of the good-quality teaching and care they provide.
- The childminder attends professional training beneficial to her practice. For instance, she has recently learned about the different ways to support children to learn outdoors. As a result, the children have challenging and motivating outdoor learning opportunities, including building dens and using real tools to whittle.
- The childminder supports children to learn about other peoples' similarities and differences from around the world. This includes other festivals and traditions, such as children make instruments to celebrate the Jewish festival of Purim.
- The childminder has good knowledge and understanding of all safeguarding aspects and her practice demonstrates this. For example, she helps children learn how to minimise risk, such as when they carry out pond dipping activities they talk about how to be safe around water.

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 strategies in practice to continue to enhance the overall quality of education.

Setting details

Unique reference number	2730732
Local authority	West Sussex
Inspection number	10406080
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 She is located in Southwater, Horsham, West Sussex. The childminder cares for children from Monday to Friday from 7.30am to 5.30pm, all year around. She works with assistants. The childminder receives funding to provide free early education for children aged one, two, three and four years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The childminder carried out a learning walk with the inspector. The impact of the quality of the interactions was assessed. The learning opportunities she provides children were discussed and reviewed.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included suitability checks for all adults associated with the address and safeguarding policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times. Written feedback from parents was reviewed by the inspector. The inspector considered all views shared.

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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