

Childminder report

Inspection date:

25 September 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 a warm and caring environment, where children feel safe and ready to learn. She provides clear routines that mean children know what is happening next, giving them confidence to explore and take part. Learning is engaging and varied. The childminder uses a mix of child-led and adult-led activities to keep children interested. For example, at rhyme time children take turns choosing songs and instruments. This supports their listening, rhythm and turn-taking skills. Story sessions build early language as children point to animals, make the sounds and join in with repeated phrases.

The childminder plans activities around children's interests. For example, when children show a fascination with vehicles, she provides bigger cars and figures to extend their play. She engages children in sensory activities, such as messy play, scooping and pouring, to support fine motor skills and creativity. Trips outside the setting are a regular part of learning. Children visit playgroups to mix with others, make friends and practise sharing resources. Outings to farms and other community places broaden their understanding of the world and spark curiosity. The childminder also promotes cultural awareness through celebrations and visits to places of worship, helping children develop respect for diversity.

The childminder encourages independence in daily routines, such as handwashing, tidying up and choosing resources. When children face challenges, she praises effort and offers reassurance. She helps them name their feelings and provides comfort when needed. As a result, children are happy, curious and well prepared for their future learning.

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

- The childminder builds strong, positive relationships with the children. She is calm, kind and responsive. She models polite behaviour, which children copy. As a result, children behave well, are friendly and show care for others. They follow instructions, take turns and share resources. For example, at rhyme time children wait for their turn to choose a song or instrument. She praises and gives children reassurance, which gives them confidence to behave positively.
- Children's communication and language are well supported. The childminder reads stories, sings rhymes and uses role play to extend vocabulary. She repeats words and phrases to build understanding. Younger children use gestures and sounds to express themselves, and the childminder responds quickly to their needs. This helps children build strong early language and social skills.
- The curriculum is well thought out and flexible. The childminder starts with six-week observations to understand children's needs and then builds learning around their interests. This ensures activities are meaningful and helps children

make steady progress. However, some activities are not consistently sequenced or matched to children's stage of development. For example, the use of name prints for self-registration does not build on what children already know and is too advanced for their age, which limits learning and reduces younger children's ability to participate effectively.

- The childminder encourages children to be independent in their daily routines from an early age. They choose toys, select books and follow routines, such as washing hands. Resources are accessible, which allows children to explore freely and follow their interests. This promotes confidence and decision-making skills. The childminder extends play to keep children challenged and interested. For example, when children are playing with small cars, she adds larger vehicles and figures to extend their play and encourage new ideas.
- The childminder supports children's emotional well-being. She notices when children are upset and offers comfort and reassurance. She uses facial expressions and role play to talk about feelings, helping children recognise and manage emotions. This helps them feel secure and ready to learn.
- The childminder reflects well on her practice. She regularly reviews activities, outings and fire drills to see what worked well and what could be improved. She seeks feedback from parents and uses their suggestions to develop her setting. She takes part in frequent training and keeps up to date with changes in the early years sector.
- Parents speak very positively about the childminder. They describe her as professional, approachable and easy to communicate with. They say their children are happy, confident and eager to attend. Parents value the wide range of experiences, including trips, playgroups and hands-on activities. They feel their children are safe, well cared for and making good progress.

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:

- ensure activities are consistently well sequenced and age-appropriate so all children can take part and build on their learning.

Setting details

Unique reference number	2738246
Local authority	West Sussex
Inspection number	10407530
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2023 and lives in Crawley, West Sussex. She operates all year round from 8am to 6pm, Monday to Friday, except for Tuesdays, bank holidays and family holidays. She receives funding for the provision of free early education for children aged two, three and four years. The childminder holds appropriate qualifications in childcare.

Information about this inspection

Inspector

Lara Mathews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector sampled written feedback from parents during the inspection and took account of their views.
- The inspector observed interactions between the childminder and children and the impact her provision has on their learning and development.
- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspectors spoke to the childminder and the children at appropriate times during the inspection.
- The inspector reviewed key documentation, including first-aid certificates.

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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