

Childminder report

Inspection date:

9 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the calm and welcoming environment the childminder provides. The childminder gives children time to settle and provides them with reassurance when they need it. For example, children who are new to the setting have already built strong bonds with the childminder, who gives them comfort when they need it. The childminder skilfully adapts the environment so that children have spaces to go to should they need some time to regulate their emotions. The childminder knows the children and their families exceptionally well. This helps children to settle quickly and feel secure.

The childminder carefully organises the environment to precisely target children's learning and has an ambitious curriculum. For example, she constructs balancing resources to further develop young children's early walking skills. The childminder naturally encourages children to take turns during activities and routines to help promote their sharing skills. In addition, the childminder is highly responsive to children's changing interests. For instance, she points to her ears when children hear an aeroplane and encourages them to listen. She comments using verbal and sign language. Children show awe and wonder as they watch the aeroplane go behind the clouds.

The childminder is passionate about providing children with a healthy, nutritious diet. She provides children with cooked meals that are mostly made from her own homegrown fruits and vegetables. The childminder takes children to her allotment regularly, where they learn about how to grow and harvest different foods. In addition, children explore the smell of a variety of herbs in the childminder's garden and pick their own fruits for snack time.

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

- The childminder is highly reflective. She evaluates her practice regularly to make sure she has the skills and knowledge she needs to meet the children's needs. For example, she has recently expanded her knowledge on how to help children learn to self-regulate. The childminder has applied this knowledge to her practice to help support new children to settle into her provision.
- The childminder provides children with a rich set of experiences that promote children's awareness of the world around them. For instance, children from a young age learn about where the food they eat comes from. They pick their own fruit and vegetables for snack time. The childminder teaches them to wash the fruit before eating it and talks to children about its taste, texture and colour. The childminder teaches children from a young age about checking which berries are safe to pick and which ones they leave for the birds.
- Partnership with parents is excellent. Parents are very happy with the care their

children receive and comment that communication is excellent. The childminder provides parents with advice on weaning, how to support dummy use and potty training. Parents love the variety of healthy meals the childminder offers their children. The childminder shares children's progress with parents and what she is focusing on next, such as supporting children to walk and promoting children's language. For example, parents feed back that the childminder has shared Makaton signs with them to use at home.

- The childminder knows the children very well. She offers a home visit prior to children starting with her so that she can gather the information she needs to help children settle in. The childminder is also proactive in contacting other settings children may attend prior to them starting to find out more about what they like and dislike. The childminder uses this information to plan activities that she knows children will enjoy. This helps provide children with a smooth transition into her care.
- The childminder provides children with an extensive range of vocabulary. She continually comments on their play and introduces new words. For example, when children explore the garden she introduces different plant and herb names, such as 'lavender', 'rosemary' and 'clematis'. This exposure to a wide range of words provides children with a strong foundation for language development.
- The childminder promotes children's independence from a young age exceptionally well. She encourages children to look in the mirror and wipe their own faces after eating. The childminder supports children to put their own shoes on to go outside and praises them when they manage to do this for themselves.
- Children demonstrate high levels of engagement and are motivated to explore the opportunities the childminder offers. For example, they eagerly take part in picking tomatoes for snack time. The childminder explains to children that when they wash the tomatoes in a colander the water falls through the holes. Children enthusiastically watch as she demonstrates this. The childminder thoughtfully prepares the water tray with colanders so that children can practise these skills and extend their learning further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY416595
Local authority	West Sussex
Inspection number	10407476
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 1
Total number of places	3
Number of children on roll	3
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2010. She lives in Horsham, West Sussex. The childminder cares for early years children only. She operates from Monday to Thursday, from 8am to 5pm, all year round. The childminder has a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector looked at relevant documentation.

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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