

# Childminder report

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Inspection date:

10 September 2025

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is outstanding

Children benefit from an extremely positive start to their learning journey in this setting. They make exceptional progress and develop a real thirst for knowledge and exploration. From a young age, the childminder encourages children to be curious and to make their own discoveries. Children approach activities and new experiences with enthusiasm and anticipation. They quickly become fully immersed in their learning experiences.

Children show how safe and secure they feel. They happily welcome the childminder into their play, and she joins in willingly. The childminder allows children sufficient time to fully focus and deepen their levels of exploration. For instance, as children play with a construction set, the childminder observes carefully. She precisely notes what children are doing. The childminder knows exactly how to add value to children's learning, without inhibiting their creativity. For instance, she gently encourages children to work things out for themselves. The childminder asks questions to encourage children to wonder what would happen and make predictions. She encourages children to use their problem-solving skills to respond. Children flourish in the childminder's care.

Children behave extremely well. The childminder understands children well. She plans the curriculum around what she knows will interest children, captivate their imaginations and sustain their attention. Children concentrate for extended periods of time in activities that have been planned precisely around their levels of development and ability. The childminder is an exceptionally positive role model. She teaches children about kindness. Children are highly respectful of the needs of others. They form exceptionally positive relationships with their friends.

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

- The childminder offers an exemplary level of provision. She has an exceptional range of skills and knowledge, which she combines skilfully into her practice. The childminder holds extensive experience and demonstrates a deep understanding of how children learn and develop.
- Teaching is consistently outstanding. The childminder plans a curriculum that is rich and varied. It provides children with an exceptionally well-sequenced programme of learning. Play experiences are consistently purposeful with clear learning intentions planned precisely for every child. The childminder monitors children's learning meticulously and skilfully adapts her teaching for each child. She quickly identifies if any child needs extra support with their learning and ensures that any gaps in their development close rapidly.
- The childminder weaves different aspects of learning seamlessly into planned and unplanned activities. For instance, as children play in a role-play shop, they

use scales to weigh items. Children apply the correct mathematical language when they compare the weight of different items. Children handle safety knives competently at snack time and talk about their food being cut into 'halves' and 'quarters'. These skills develop easily as teaching is fully integrated into everyday experiences.

- Children have outstanding opportunities to learn outside. The childminder helps children to become acutely aware of the natural environment. For example, children regularly go on foraging experiences in the forest. They frequently visit the beach, farms and community gardens, where they learn about nature and marine life. The childminder fully understands the impact of outdoor learning on children's healthy development. She recognises clearly that some children prefer to learn outside and consistently plans for this within her provision.
- The childminder uses every opportunity to teach children about healthy eating. Children grow their own produce in the childminder's allotment and garden, and harvest their own fruits and vegetables. Children delight in eating tomato chutney they have made after planting tomato seeds and watching them grow. Children excitedly observe the cherries ripen on the tree that they have observed changing with the seasons. They happily talk about when they knew the cherries were ready to pick and the cherry pie they made. These opportunities inspire children to take an active interest in trying a diverse range of foods and flavours.
- The curriculum places high priority on supporting children's language skills. The childminder skilfully introduces children to a wealth of new words and an increased vocabulary. Children explore a fascinating range of topics that inspire them to ask questions. For example, children visit an aquarium. They recall these experiences easily and name different sea creatures confidently.
- Children frequently sing songs together, listen to poetry and engage in stories. Children become confident in recognising that when some letters are blended together they sound the same. This early literacy awareness contributes fully towards very young children becoming confident in creating their own poems using rhyming words.
- Parents are exceptionally happy with the level of care the childminder offers and praise her highly. They note the significantly positive impact she has on their children's care, learning and development. Parents describe the childminder as an 'inspiring influence' on their children. They note the 'awe and wonder' she fills their children's lives with.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY420334                                                                          |
| <b>Local authority</b>                             | East Sussex                                                                       |
| <b>Inspection number</b>                           | 10407982                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 3 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 22 January 2020                                                                   |

## Information about this early years setting

The childminder registered in 2011. She lives in Hastings, East Sussex. The childminder provides care for children on Monday, Wednesday and Friday, from 8.30am to 5.30pm, all year round. She provides government-funded childcare for children from the age of nine months. The childminder has a degree in early years and also holds early years teacher status.

## Information about this inspection

### Inspector

Jo Caswell

### Inspection activities

- The childminder explained how she plans for the children's learning and delivers her early years curriculum.
- The inspector observed the childminder interacting with the children and assessed the impact this has on the children's learning.
- The childminder spoke to the inspector about how she plans for the children's learning and development, with a particular focus on outdoor learning.
- The children spoke to the inspector and involved them in their play.
- Written feedback from parents was read and taken into consideration.

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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