

Childcare on domestic premises

Unique reference number (URN): EY473187

Registered with Ofsted: 20/06/2014

Registers: EYR, CCR, VCR

Inspection report: 24 March 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children secure breadth and depth in their knowledge and skills across all areas of learning and development. They problem-solve and overcome conflicts independently. They build relationships and work as a team to achieve shared goals. The skills they develop, such as assessing risk and social skills, build foundations for future learning. Children are very well prepared to use these skills to extend their own interests with increasing confidence and independence. Children, including those with barriers to learning or wellbeing, make steady progress from their starting points. They reach developmental goals and meet the high expectations set out for them.

Children build on their communication and language skills, develop appropriate pencil grip and letter formation, as well as securing mathematical learning. As a result, they are extremely well prepared for their next stage of learning and development throughout their early years and on to school. Children are extremely independent and make secure progress.

Curriculum and teaching

Strong standard ●

Leaders and practitioners deliver a thoughtfully planned, inclusive curriculum. Their high expectations for what children can achieve are consistently embedded, which makes a sustained difference to children's development. For example, children develop confidence and learn new vocabulary as they use books to find out information about an insect they have found. Practitioners introduce new words and concepts, placing a key focus on children's communication and language development. Practitioners encourage children to build on their vocabulary through every interaction. Different areas of learning are expertly woven throughout the day, from counting the chickens' eggs that children have collected to discussing emotions during group sessions.

Teaching is purposefully sequenced to ensure that learning is adjusted to each child's age and stage, building on what they already know and can do. Reflective practice and assessment ensure that prompt and effective action is taken to reduce any gaps in children's learning. All children benefit from highly effective teaching, which practitioners adapt during play to respond to children's individual needs, emerging thinking and curiosity. Practitioners use every interaction as a teaching and learning opportunity. For example, when children want to climb trees, practitioners encourage them to find resources to support this. They find planks of wood and, together with the practitioner, place them against a tree to act as a bridge to help them safely climb.

The setting will soon be open to babies from 9 months old. Leaders have purposefully considered and designed the curriculum for children of this age, considering the challenges of an outdoor setting during different times of the year.

Leaders have created an inclusive environment, and children with barriers to learning or wellbeing make secure progress across all areas of learning and development. They empower practitioners to consistently provide children with a variety of opportunities and experiences that make a demonstrable difference to all children. This is particularly pertinent for children with special educational needs and/or disabilities. Leaders proactively support the progress of children known or previously known to children's social care. They support those with barriers to attendance and offer targeted help for individual children and their families.

Leaders put measures in place to ensure that any barriers children may face are swiftly identified and effectively addressed. Ongoing assessments, regular meetings and rigorous reviews of children's progress mean that specific and targeted goals are achievable. Practitioners develop a secure understanding of every child's needs and progress. They work closely with families, external partners and specialists to provide high-quality, tailored support for every child who may face barriers to learning or wellbeing. Practitioners skilfully implement meaningful adaptations that make a sustained difference to children's early-education experience. For example, early years pupil premium funding is used to introduce 'boogie-playhouse' sessions where specialist external partners promote singing, dancing, social interactions and building relationships. Children begin to interact with others outside of these sessions, which is a superb step forward in their development.

Expected standard ●

Behaviour, attitudes and establishing routines

Expected standard ●

Leaders support families to understand the importance of attendance and punctuality through regular reminders. Practitioners typically remind children of the importance of acting with kindness, care and respect, including towards all living creatures and resources. Practitioners are positive role models for children and show what proactive and positive attitudes to learning look like. Children admire this and develop a love for learning and nature as a result.

Practitioners direct children's attention to promote focus and help children work together to achieve shared goals. For example, practitioners redirect children's attention as they become distracted while waiting in a line. Children are given paintbrushes and water to create drawings on the wall. They are engaged and focused as they create together. Practitioners praise children's positive behaviour, generally giving them support and encouragement that they are doing the right thing and making positive choices. Leaders set high expectations for children's behaviour and attitudes to learning. However, these are not consistently embedded and staff do not always remind children of these expectations. While they are commonly understood and generally applied fairly, there are some incidents of poor behaviour that sometimes go unnoticed.

Practitioners know each child well and make adaptations to their expectations for each child's individual needs and circumstances. Leaders and practitioners work proactively with

other agencies to support children with barriers to their learning. For example, practitioners act on advice from external partners that some children may need to rest more than others. They factor in more regular restful activities for some children to reflect this. Children build warm, trusting relationships with their respectful and responsive key workers. This means that they are confident to share any news, concerns or worries in age- and stage-appropriate ways.

Children's welfare and wellbeing

Expected standard 

Leaders have created a safe, welcoming space where children typically enjoy play, learning and social activities. The setting is predominantly based outdoors, meaning that children's meaningful experiences are rooted in physical, outdoor play. Children enjoy the sensory experience of having muddy hands, while hygiene practices are given high importance at appropriate times. Children become increasingly independent in managing their own personal needs, such as washing their hands independently.

Practitioners are responsive to children's needs and listen to their views. Children build warm, trusting relationships with their key worker. Children's individual care routines are supported, with practitioners changing nappies in private areas, for example. Practitioners teach children about healthy choices. They plant seeds together to grow fruit and vegetables. Children are encouraged to discuss the food they have in their lunch box, and practitioners use mealtimes as opportunities to promote manners and social skills.

Leaders implement practices that generally support children's welfare and wellbeing. However, staff deployment throughout the day does not always support the smooth running of the setting. Arrangements during mealtimes are not always effective in supporting children during these key times of the day. Leaders have already begun implementing changes to ensure smoother routines.

Practitioners support children's physical and emotional health. Children are encouraged to take age- and stage-appropriate risks. Children climb small trees and take part in activities where they identify different emotions and how to manage them. Children, including those with barriers to learning or wellbeing, develop secure attachments and a sense of belonging at the unique setting.

Leadership and governance

Expected standard 

Leaders take a proactive attitude to improving the provision. They generally understand the setting's context, strengths and areas for development. They are ambitious for children and create a unique curriculum that supports all areas of children's learning and development through outdoor experiences. Leaders regularly reflect to ensure they are taking appropriate action to continually improve. They use natural resources that are found on their farm, such as trees, logs and chickens' eggs, to enhance children's learning.

Practitioners feel that their wellbeing and workload are well considered. Leaders provide constructive feedback for practitioners to support their professional development. However, leaders have not yet consistently embedded clear expectations for all staff. For example, staff are not always best deployed to ensure all children have adequate and continued

support throughout the day, such as during mealtimes or transition times when behaviour needs closer observation.

Leaders engage with parents, carers and other professionals thoughtfully to support children's education and care. As children approach the final term before school, they begin a school readiness programme to support them with the transition. Independence, a love of learning and social skills are key features of this programme, which enable children to move on seamlessly to school.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
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What it's like to be a child at this setting

Children thrive in this unique outdoor setting as they learn and gain life experiences, such as how to make a campfire. Children take age- and stage-appropriate risks that are supervised closely by practitioners. Children build independence and social skills in this nurturing setting. Children feel safe and are well cared for, with their individual care routines thoughtfully met.

Children are engaged in a wide range of learning opportunities from yoga, bug hunts and climbing trees to using real tools, collecting chicken eggs and developing literacy skills through mark-making in the mud. Children are free to make choices, and as a result, they are motivated and achieve across all areas of learning. Staff skilfully adapt teaching to support children from their different starting points, incorporating their interests well. Children engage in a school-readiness programme during the term before they start school. This ensures that they are well prepared for their next stage in learning. They develop independence, confidence and the knowledge and skills to support them in this transition. Leaders and practitioners make proactive choices to ensure that barriers to children's learning or wellbeing are reduced, including barriers to attendance.

Children are happy and feel secure here. They have a positive sense of belonging and enjoy learning alongside their peers, extending each other's ideas. Everyone is welcomed into this inclusive setting. Leaders provide support for staff, children and their families. Children develop positive relationships with practitioners and peers, which enable them to feel safe and thrive. Every child's uniqueness is valued and supported, as staff follow children's lead during play to keep their level of engagement high.

Next steps

- Leaders should ensure all practices are consistently embedded to help staff encourage and promote children's positive behaviour.
 - Leaders should strengthen staffing arrangements to support children well during key times of the day, such as around mealtimes.
 - Leaders should strengthen the organisation of the day to ensure children have secure and continued support throughout routines and transitions between activities.
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About this inspection

The inspector spoke with leaders, practitioners, children, parents and carers during the inspection.

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.

Inspector:

Beth Wilson

About this setting

Unique reference number (URN): EY473187

Type: Childcare on domestic premises

Registration date: 20/06/2014

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: West Sussex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 24 March 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

28

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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