

# Childminder report

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Inspection date: 24 July 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children thrive in the calm and welcoming atmosphere of the childminder's home. As they arrive, they are immediately at ease in her care. The childminder is exceptionally attentive to children's emotional cues. She instinctively recognises when a child needs additional support and provides gentle reassurance that helps them feel secure. This sensitive approach allows children to build a strong sense of belonging. As a result, even the youngest children settle swiftly and begin to explore their surroundings with increasing confidence. They move around the space independently, selecting activities that interest them and seeking out the childminder when they need help, knowing they will be warmly supported.

Children benefit from the childminder's strong understanding of how they learn. She gathers meaningful information from parents, which enables her to tailor her approach to each child's individual needs from the outset. She makes careful observations during play, using what she sees to assess children's development and identify their next steps. Her planning is thoughtful and responsive, helping children to make steady progress. Children show determination as they practise new skills. They concentrate deeply, for example, as they twist and turn mechanisms during imaginative play. With the childminder's calm encouragement, they persist and succeed, building both their confidence and their fine motor control.

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

- The childminder places high value on working closely with families. She takes time to understand each child's background, home life and experiences, using this knowledge to shape a curriculum that reflects and celebrates who they are. Children grow in confidence because they feel seen and respected. The childminder links what matters to them at home such as family traditions or weekend outings into their learning, helping them develop a strong sense of identity. She maintains purposeful contact with other professionals where children attend more than one setting, ensuring there is shared understanding and consistency in supporting their development.
- The childminder places strong emphasis on helping children understand how to keep themselves safe and healthy. Children follow well-established routines with confidence such as washing their hands after outings and before meals. The childminder explains the importance of using soap and models these behaviours clearly, reinforcing good hygiene practices. After lunch, children know they need to brush their teeth, and older children articulate why, showing a growing awareness of self-care. These consistent routines help children feel secure and support their independence.
- Children develop positive habits that support a healthy lifestyle. They enjoy a

variety of nutritious snacks, including savoury options and fresh fruit. The childminder uses snack time as a purposeful learning opportunity, encouraging children to select fresh peas from the pods. She models how to open the pods and helps children count the peas, seamlessly embedding early mathematical concepts into everyday routines. This practical approach motivates children to engage actively and supports their fine motor development alongside their understanding of numbers.

- The childminder delivers a well-rounded curriculum that thoughtfully balances adult-led activities with opportunities for children to lead their own learning. Trips to the beach serve as meaningful contexts where children develop a range of skills, including communication and language, as they explore sand, shapes, patterns and colours of shells. Back at the setting, the childminder skilfully extends these experiences by encouraging children to wash and closely examine their finds using magnifying glasses, deepening their curiosity and observational skills. However, when children shift their attention to new activities, the childminder does not always build on this interest to sustain learning. As a result, opportunities to deepen children's focus and extend their thinking are sometimes missed.
- The childminder is proactive in keeping her knowledge up to date. She seeks out training opportunities and uses guidance from the local authority to reflect on and strengthen her practice. She maintains strong professional links with other local childminders, regularly engaging in thoughtful discussions about current guidance and effective approaches. This professional network helps her remain alert to changes in early years practice and ensures that her provision continues to evolve in line with children's needs.

## 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:**

- consider the organisation of group activities to maximise all learning opportunities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 100408                                                                            |
| <b>Local authority</b>                             | Bournemouth, Christchurch & Poole                                                 |
| <b>Inspection number</b>                           | 10398825                                                                          |
| <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> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 12 November 2019                                                                  |

## Information about this early years setting

The childminder registered in 1992 and lives in Westbourne, Bournemouth. She operates Tuesday to Friday from 7.30am to 6pm, all year round. The childminder holds a level 3 early years qualification.

## Information about this inspection

### Inspector

Chris Langdon-Casey

### Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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