

Childminder report

Inspection date: 19 February 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

Children are happy and settled in the childminder's warm and welcoming home. They demonstrate that they feel safe and secure by cuddling into the childminder, and giving her big smiles. The childminder provides children with lots of praise, reassurance and encouragement throughout the day. This helps to build children's self-esteem and confidence.

The childminder has high expectations for all children. She is a positive role model and consistently models good manners. For instance, she thanks children for helping her to tidy-up toys. Children respond with little giggles. They begin to understand the importance of being respectful and kind to people who are around them. Children behave well.

Children benefit from a fun and stimulating curriculum designed to meet their individual needs. The childminder wants children in her care to be, 'Happy, independent little people who want to learn and get on in life.' The childminder asks children what activities they would like to carry out. Children become excited as they say they want to draw a 'funny penguin'. Children demonstrate good concentration skills as they draw, using a variety of colours. They show determination as they rub out mistakes they make before carrying on with their masterpiece. The childminder praises them for their achievements and efforts, which helps to develop their self-esteem and resilience.

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

- The childminder provides an interesting curriculum that incorporates children's interests well. She has a good understanding of children's individual learning needs and the support they need. Children engage well in activities, including playing with modelling dough. The childminder uses these activities to support children to develop key skills for their next stage in learning. For example, children develop their fine motor skills as they roll modelling dough and use cutters to cut out various shapes. Children concentrate well as they roll modelling dough into balls, counting them as they go. Children talk about how the balls look like marbles they have recently played with, recalling past events. The childminder encourages children's awareness of mathematical concepts as she helps them to compare the size of the balls.
- The childminder generally supports children's communication and language well. She builds on children's speech and language skills by, for instance, using simple sentences and introducing words, such as 'oval'. Children repeat new words, and receive praise. The childminder uses songs to develop children's understanding of common words. However, on occasion, the childminder does not fully support children to pronounce words correctly. This does not fully support children's

developing language skills.

- Children learn about diversity and different cultural celebrations through a range of different activities and resources, such as food tasting and dual language books. They also explore positive cultural images through stories. This supports children to build on their knowledge of other cultures beyond their own.
- The childminder communicates well with parents, verbally and through online messages, to keep them informed of children's progress. She gains information from parents and uses initial observations to understand how best to support children when they first start. The childminder provides them with ideas and resources to support children's learning at home. This means that children benefit from a shared approach to their learning. The childminder works in close partnership with a range of professionals and parents to implement strategies that specifically address children's individual needs. Parents appreciate the support given to them.
- Children learn good hygiene routines and how to keep themselves healthy. They wash their hands after using the toilet and before meals. The childminder talks to children about healthy eating and how exercising helps to 'make your muscles strong'. As a result, children develop good habits to keep themselves healthy.
- Children are keen learners and the childminder encourages children's pretend play. They excitedly say, 'I'm making chicken curry and rice.' The childminder encourages the children to talk about what ingredients they have used. This helps to develop children's imagination.
- The childminder is reflective in her practice. She takes effective steps to keep her knowledge and skills up to date. For instance, recent training around storytelling in the early years has helped her to develop strategies to improve children's engagement in books further.

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:

- strengthen how children are helped to learn to pronounce words correctly, to fully support children's developing language skills.

Setting details

Unique reference number	2687925
Local authority	Hampshire
Inspection number	10380492
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Andover, Hampshire. She works Monday to Friday, between 8am and 6pm, all year round. The childminder holds a relevant childcare qualification at level 5. She is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and how they organise the curriculum on offer.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector over the telephone.
- The childminder provided the inspector with a sample of key documentation on request.

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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