

Childminder report

Inspection date: 18 March 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

The childminder knows the skills she wants children to learn while in her care. She has a secure understanding of how children learn, and she uses this to support them as they play through an effectively planned and implemented curriculum. The childminder warmly interacts with children. They show they feel safe in her care, such as by approaching her for cuddles and comfort as necessary. The childminder places a strong focus on supporting children's emotional well-being. For example, she teaches them to recognise their feelings and emotions. The childminder offers children lots of positive praise and encouragement. This has a very positive impact on building their self-esteem and motivation to play and learn.

The childminder provides children with a safe and stimulating learning environment. Children benefit from being able to freely access a good variety of resources. The childminder encourages children to make choices about what to play with and where to play. For instance, children explore playing 'shops' outdoors. The childminder follows children's lead and plays with them. She models good manners for children and asks them questions to develop their understanding of shopping and money. Children show they are independent and confident to make their own decisions. They are thriving in the childminder's care.

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

- The childminder knows the children she cares for well. She understands what they like to do and play with. The childminder uses this knowledge to provide children with opportunities to build on their learning. For example, she uses children's interests in animals to engage them in exploring sensory resources. Children are motivated to join in, play and learn.
- The childminder supports children's developing communication skills well. For instance, she models animal sounds for younger children to hear and introduces new words for older children. The childminder provides children with clear explanations of new words and encourages them to use these as they play and explore. Children hear many words as they play and develop a good vocabulary. The childminder supports them to be confident communicators.
- Children benefit from sharing stories with the childminder. She is an engaging reader, and children show they enjoy looking at the pictures and discussing what they can see. The childminder helps children to make links with what they know. For example, she tells children that ducks lay eggs, just like chickens. Children listen attentively to the childminder. She helps them to develop a love of books and reading.
- The childminder helps children learn to take turns and share resources. She encourages children to play cooperatively. Older children are very caring towards younger children. For instance, they offer them praise and celebrate their

success at completing a jigsaw. The childminder is a positive role model for children, and they clearly benefit from her support and encouragement in all they do.

- Children show they know the high expectations the childminder has for them. For instance, they understand why and when to wash their hands, such as before eating. The childminder encourages children to develop healthy and active lifestyles. They enjoy daily opportunities to be physically active in the fresh air.
- The childminder supports children to develop an understanding of the world in which they are growing up in. For example, she takes them into the local community, to the farm and the beach. Children have the opportunity to see different people and different places, and they take part in a variety of celebrations. The childminder helps them to learn about the wider world.
- Children are resilient and keep on trying. For instance, they persist when completing activities with pens to draw connecting lines. The childminder offers children plenty of warm praise. They show great pride in their success. However, at times, the childminder does not always encourage children to think of their own solutions to problems. For example, occasionally, she steps in with answers to their problems before they can work things out for themselves. She does not fully consider how to develop children's thinking skills.
- The childminder builds very positive partnerships with parents. This is a real strength. She shares regular information with parents, such as how to support their children's learning at home. The childminder has effective communication with other settings that children attend. This supports good continuity for their care and learning.

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:

- enhance the support for children to experiment and problem-solve for themselves so that they can develop their critical thinking skills further.

Setting details

Unique reference number	2705711
Local authority	Hampshire
Inspection number	10372455
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Waterlooville, Hampshire. She provides care Monday, Tuesday, Wednesday and Friday, from 8.30am until 4pm, during school term time only. The childminder receives funding for the early education of children.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector and childminder completed a joint observation.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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