

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 is warm and nurturing. She responds well to children's individual needs. She has a clear, strong loving bond with children and they are calm and behave well. Children understand the rules and routines of the provision and follow these well. For example, children tidy up their toys before snack without prompting from the childminder. They are keen to join in with the carefully planned activities that support their learning and development through their interests. For example, children enjoy matching animals and saying the animal sound aloud while playing with a pretend farm set up.

Children have regular opportunities to be outside. The childminder sees it as vital for children's development and, in particular, their physical skills. She ensures children have opportunities to move in a variety of ways throughout the day, such as climbing on playground apparatus. The childminder also takes children on frequent outings to the local farm and library. This helps to develop their understanding of the world and nurture their love of reading.

Children develop their fine motor skills and understanding of technology through interactive toys, such as a toy fire engine. The childminder frequently praises children for their efforts as they try and make the buttons work. She supports children as they develop their understanding of emotions. The childminder introduces children to different emotions through a range of resources, such as looking at books and talking about the feelings together.

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

- The childminder has a good understanding of what she wants children to learn. She has a focus on children's independence, being able to communicate well and physical skills within her curriculum. The childminder regularly reviews children's next steps to ensure they continue to make progress.
- The childminder knows children well and this includes their likes and dislikes. She tailors the curriculum to children's interests and uses this to expand their knowledge further. For example, when children show an interest in the flowers blooming outside, the childminder uses this to introduce the concept of spring. This enables her to broaden children's knowledge while encouraging their curiosity.
- Children begin to learn how to meet their personal hygiene needs with support from the childminder. For example, children learn how to clean their faces and hands after their snack before going to play. This helps to strengthen their self-care skills.
- Children develop good communication and language skills. They are keen to share their thoughts, ideas and feelings with the childminder. The childminder

supports children's language development as they play. For example, she repeats words back clearly to children, so they hear the correct pronunciation. The childminder also ensures children regularly hear stories and rhymes to further develop their language skills.

- The childminder has effective partnerships with parents. She shares information in a number of ways, such as face to face and online. As well as sharing information about children's development, the childminder also shares ideas on supporting children's development at home and healthy eating. Parents comment positively on this strong partnership as they say that they are kept regularly informed about children's learning and achievements.
- The childminder makes sure she receives feedback from parents about children's time at other settings. However, she has not yet made links with the other settings herself in order to share information with them and ensure a consistent approach to meeting children's needs and individual next steps in learning.
- The childminder regularly reviews and evaluates her own practice. She recognises the importance of training to enhance her professional knowledge and understanding. For example, she has ensured her safeguarding training is up to date. However, although she has identified areas for development in her practice, she has not yet accessed further training to enhance the quality of teaching.
- The childminder has high expectations for children's behaviour and is a good role model for children. For example, she models using please and thank you at appropriate moments throughout the day. The childminder encourages positive behaviour and regularly praises children, which also boosts their self-confidence.
- Children learn about healthy lifestyles. For example, the childminder talks to children frequently about oral health and the importance of brushing their teeth. Children take pride in sharing with the childminder that they have brushed their teeth.

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 partnerships with other settings that children attend to ensure a consistent approach
- make more use of professional development opportunities to enhance knowledge and skills.

Setting details

Unique reference number	2707891
Local authority	Hampshire
Inspection number	10388357
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Middle Wallop, Hampshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder is eligible to receive government funding for children aged nine months to four years.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- The inspector looked at written feedback from parents provided by the childminder.
- The inspector observed the childminder and children throughout the day.
- The childminder and the inspector held discussions at appropriate moments.
- The inspector sampled relevant documents and reviewed evidence of the childminder's suitability.

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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