

Childminder report

Inspection date:

3 April 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder has created a warm and welcoming environment for children. Children arrive confidently and ready to start their day. They form secure attachments with the friendly and caring childminder. Children demonstrate that they feel safe and secure as they initiate hugs and explore a variety of resources and the homely environment.

Children benefit from some positive play experiences, such as learning about colours. The childminder encourages children to use tongs to collect different coloured objects and place them in matching-coloured tubs. However, the childminder's curriculum is not consistently ambitious for children. For instance, although planned activities are based on children's interests, such as construction, they sometimes lack purpose. Children quickly become bored and lose interest. They are not consistently engaged in well-sequenced learning experiences that increase their knowledge and understanding. This means that children do not always benefit from good quality teaching that supports them to reach their full potential.

Children generally behave well. The childminder encourages them to take turns. However, she does not consistently support them to understand and respond to rules and boundaries designed to promote their health and well-being, such as not running inside and not touching pet bowls.

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

- The quality of education is not consistently good. The childminder understands what she wants children to know and be able to do. She follows the interests of the children, such as people who work in construction. However, she does not consistently extend children's knowledge and skills through well-planned activities that build on their prior knowledge. This means, that on occasion children are not engaged in purposeful learning.
- The childminder offers children with special educational needs and/or disabilities some support to develop skills in communication and language, such as chatting while they play and using flash cards. However, the childminder does not always promptly seek further support, advice or guidance from other professionals or agencies where needed if she has identified possible gaps in children's development. This mean that children with SEND are not always supported fully to make good progress.
- The childminder completes mandatory training, such as paediatric first aid and safeguarding. Additionally, she has attended training to help her support children to develop life skills and do things for themselves. These training opportunities help to improve the childminder's professional development.

- Children are provided with opportunities to develop their skills in independence. They respond to snack routines, such as washing and drying their hands and sitting at the table to eat. The childminder promotes healthy lifestyles. She encourages children to try healthy foods, such as fruit. She provides daily opportunities for children to access fresh air and exercise, for instance, through trips to the park. This helps to support their physical development.
- The childminder has established positive partnerships with parents. Parents speak positively about the childminder. They talk about how children enjoy attending the setting. The childminder keeps parents updated about what their children have been doing each day, through parent apps and at collection. However, she has not consistently established links with other settings that children attend. This means that children do not always benefit from continuity of care.
- Children explore the local area with the childminder each day. They benefit from trips to the library, church play group, and shops. This helps children to develop an understanding of community. Additionally, children gain an understanding of different cultures, faiths and beliefs. The childminder teaches children about a variety of festivals, such as Chinese New Year and introduces them to the foods and language associated with different countries.
- The childminder is attentive to children's needs. When children have minor disagreements over toys, she steps in to remind them of taking turns. However, she does not always provide children with clear and consistent messages about their behaviour to help keep themselves safe. This means that children are not always sure of boundary expectations.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop and implement an ambitious, well-sequenced curriculum that focuses effectively on what each child needs to learn next	05/05/2025

improve arrangements for sharing information with other professionals and agencies to ensure that children promptly receive any additional support they require.	05/05/2025
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To further improve the quality of the early years provision, the provider should:

- develop a more consistent approach to behaviour management to support children to follow rules and procedures to keep themselves safe
- improve partnerships with other settings that children attend to provide continuity of care.

Setting details

Unique reference number	2709712
Local authority	Hampshire
Inspection number	10388290
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Fareham, Hampshire. She operates all year round from 7.30am to 4.30pm. The childminder holds an appropriate childcare qualification at level 2. The childminder provides places for children in receipt of government funding.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning and development.
- The inspector observed a range of routines and activities, to help evaluate the quality of education and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- The inspector spoke with children during the inspection.
- The inspector considered feedback from parents.

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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