

Childminder report

Inspection date: 21 July 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 appear happy, relaxed and engaged in the care of the childminder, who provides a safe and stimulating environment for children to play. The childminder carefully considers the resources available to allow children to explore independently. She promotes children's physical well-being through a range of experiences. For example, outdoors, children strengthen their physical skills, strength and coordination as they kick large beach balls to one another and throw smaller balls into a hoop. They develop confidence as they learn to balance on various-shaped stepping platforms and run with delight as they attempt to catch bubbles. Even the youngest children demonstrate they are safe and secure as they happily explore, watch and learn from older children.

Overall, the childminder provides a relaxed environment. She creates a broad curriculum that supports all children to flourish and develop well. Children of all ages demonstrate close and caring bonds with the childminder. They play happily together and form strong relationships with their friends. The childminder has high expectations of the children's behaviour. Children clearly understand and follow the well-embedded routines. When occasional minor disagreements happen, the childminder steps in quickly, reminding children why it is important to share or be kind to their friends. The childminder provides consistent praise for children's success. This helps to build children's confidence further, motivates them and promotes positive attitudes to learning.

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

- The childminder is passionate about her role and is ambitious to support children to be ready for their next stage in learning. She knows the children well and follows their lead and interests. The childminder models language effectively and listens to children and their ideas. Children learn to become confident communicators and use new language in their play. They communicate well and have a good range of vocabulary.
- Generally, the quality of teaching is effective. The childminder has a sound knowledge of how children learn. Older children demonstrate curiosity and an eagerness to try new things. They have immense fun identifying, comparing and sorting animals into their habitats. Children recall facts they have learned about the animals, such as that turtles lay eggs on land and swim in the water. The childminder teaches children new facts and animal names, such as 'walrus'. However, on occasion, many planned activities are focussed on the learning for older children and are not fully tailored to consistently reflect the specific learning aims for babies.
- Overall, the childminder teaches children about the world they live in. She provides curriculum opportunities for children to learn about different cultures.

However, she does not fully support children to recognise and value the similarities and differences between themselves and others, particularly their unique heritages.

- The childminder supports children's personal and social development well. Children behave well and demonstrate respect for the childminder and her home. For example, they help to tidy up and prepare their mats for sleep. Children seek out the childminder when they need reassurance. This demonstrates the strong relationships between the childminder and the children.
- The childminder has established flexible, professional but friendly working relationships with parents. They speak highly of the 'friendly, kind, caring and trustworthy' childminder. Parents comment how well their children's development has come on since attending. The childminder regularly shares feedback with parents to keep them up to date with their children's progress and learning. This means parents are involved in their children's care and learning.
- The childminder is fully committed to a wide range of professional development activities. For instance, she attends mandatory training to keep her knowledge on safeguarding up to date. Furthermore, she completes webinars and training on a wealth of topics, such as 'supporting children's behaviours' and 'the best start in life'. This helps her to improve her skills and continue to provide good quality service for children and their families. The childminder expresses how much she has enjoyed these learning experiences, reflecting a positive attitude towards her ongoing professional development.

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 consistency of teaching to strengthen the support and focus on the curriculum aims for every age range, particularly for babies
- develop the curriculum for understanding of the world, to provide opportunities for children to learn about similarities and differences between themselves and others and value what makes them unique.

Setting details

Unique reference number	2719262
Local authority	Hampshire
Inspection number	10394721
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	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Basingstoke. She operates Monday to Thursday from 8am to 6pm, for most of the year. The childminder provides government funded early education.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of paediatric first-aid training.
- The inspector took account of the parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025