

Childminder report

Inspection date: 14 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

Children show that they feel safe with the childminder. She greets them warmly as they arrive. Children are eager to enter and see what the childminder and her co-childminder have on offer for them to play with. The childminder makes sure children have a choice of what to play with and where to play. They can freely access a range of resources in a clean and inviting space that the childminder provides to support their learning.

The childminder has high expectations for children. For instance, she teaches them to use good manners and to follow instructions. Children respond positively to what the childminder says, such as when they are asked to help tidy up resources. She thanks and praises children for their help. The childminder supports children's self-esteem well.

The childminder has a clear idea of the skills she wishes to teach children to support them to move on to the next stage in their education. For example, the childminder helps children to learn to use cutlery to eat with. They show persistence as they use their forks at lunchtime to feed themselves. The childminder encourages children to keep trying. They beam with delight as they achieve their goals.

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

- The childminder makes sure children have plenty of time to explore and learn. For instance, children design and build train tracks. They experiment with moving trains and cars around the track. She encourages them to play cooperatively with each other and to communicate effectively, such as when they need help. The childminder is a positive role model for children, and they behave well.
- Children benefit from being in the care of a childminder who knows them well. She knows what children like to do and uses this to plan to build on children's learning. For example, the childminder sings action songs that support children's love of trains. This helps to motivate them to play and learn.
- The childminder understands how children learn. She uses this knowledge to make sure children are making age-expected progress. The childminder readily identifies if there are any gaps in children's learning. She works effectively with parents to close these gaps. For instance, when children struggle with the daily routine, the childminder implements plans to help children understand transitions. Parents comment very favourably about the support they and their children have. However, the childminder has not considered how to build partnerships with other settings that children attend in order to support continuity in children's care and learning.

- The childminder generally supports children's learning well. For instance, when making marks with chalks, the childminder models different shapes for children to identify. She shows them what the initial letter of their names looks like. Children are interested and listen to what the childminder says. Occasionally, however, the childminder does not fully consider children's individual learning needs. At times, the youngest children are not as motivated or supported by the childminder to join in with group activities. They do not fully benefit from the childminder's intended teaching.
- Children take part in activities that support them to develop an understanding of the wider world. For example, the childminder takes children to local parks and for walks in the local area. Children see different people and different places. The childminder helps children to learn about diversity in the world in which they live.
- The childminder is proactive in seeking out training to develop her skills and knowledge. For instance, she has recently attended training to improve her understanding of how children develop. This has helped her to consider and make positive changes in the setting and to improve outcomes for children.

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:

- build links with other settings that children attend to support future planning and a consistent approach for children
- adapt teaching strategies more effectively to focus support and attention to children's individual needs and maximise their learning.

Setting details

Unique reference number	2719536
Local authority	Hampshire
Inspection number	10362966
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Waltham Chase, Hampshire. She works with a co-childminder. The childminder provides childcare Monday to Friday, from 8am to 6pm, throughout the year. She holds a relevant level 3 qualification. The childminder receives funding for early education for children.

Information about this inspection

Inspector

Emma Dean

Inspection activities

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