

Childminder report

Inspection date: 22 May 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 are settled and happy. They form strong bonds with the childminder and feel safe and secure. Children confidently explore the variety of resources the childminder makes available. They play well together and are kind to their friends. Children show respect for the toys and equipment.

The childminder provides a broad curriculum based on the children's interests and needs. She provides many opportunities for the children to practise their physical skills. For example, they walk to the local park and ride on the tricycles and in cars in the garden. This helps to develop their coordination.

The childminder promotes mathematical understanding well. As a result, children are beginning to develop a knowledge of mathematical language. For example, they talk about their cups being empty at snack time. The childminder provides opportunities to further encourage their comprehension of colours and shapes. She carefully plans activities to building on children's understanding. She skilfully questions children about the shapes laid out in the tray. They proudly answer with the correct colours and names and she praises them on their responses.

The childminder has high expectations for behaviour and promotes good manners, reminding children to say please and thank you. All children make good progress from their starting points.

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

- The childminder is enthusiastic and passionate in her role. She plans a curriculum that builds on what children know and can do. She bases this on the information she gains from parents before children start and through her ongoing observations and assessments of their interests and abilities. The childminder organises activities and trips in the local community. For example, she takes the children on outings to the local elderly care home where children get to meet the residents. The childminder also takes them to local farms and parks. She invites professionals to her home, such as the ambulance service. This gives children rich learning experiences and a chance to mix with a variety of people.
- The childminder employs assistants and, overall, is effective in ensuring that they understand their roles and responsibilities. For example, she provides opportunities for them to access further training such as first-aid and safeguarding courses. However, the childminder does not always monitor the practice of her assistants as closely as possible. This does not assist her in identifying when to provide targeted support for assistants so that children benefit from consistently high-quality interactions throughout all activities within

the curriculum. The positive interactions between the childminder and her assistants create a good atmosphere.

- The childminder provides many opportunities for children to develop their imaginative skills. Children dress up as firefighters, eat 'pizzas' and talk to their parents on the toy mobile phones. This helps to build on children's creative development.
- The childminder teaches the children the importance of healthy eating. Mealtimes are social occasions and the childminder provides healthy options. Children enjoy nutritious, home-cooked food and fresh fruit. They sit down together and talk about what they are eating. The childminder introduces new food for the children to try. For example, they taste Quesadillas for the first time and talk about the shape of their wraps, saying they are triangles.
- The childminder encourages children's independence. For example, children put on their own shoes to go outside. They persevere as they try hard to do up their 'Velcro' straps. The childminder praises children on their achievements which helps to develop their confidence and well-being.
- The childminder understands the importance of partnership working with other pre-schools and childminders children attend. This helps to ensure that, together, they meet the children's individual needs and interests. She has developed good links with the local schools, which helps to ensure smooth transitions when the children move on to the next stage in their education.
- Parents are incredibly complimentary about the care their children receive. They comment that the childminder is 'amazing' and provides regular and informative updates on their children's progress. The childminder organises 'coffee and cake' sessions. She invites parents into her home to talk about their children's development. Parents borrow books and resources to support the children's learning at home. The childminder uses 'communication books' to share information with parents about what the youngest children have been doing. This joined-up approach enables children to thrive in her care.

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 arrangements to support any assistants to fully understand how to implement the intended curriculum.

Setting details

Unique reference number	2720481
Local authority	Hampshire
Inspection number	10394410
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in February 2023. She provides childcare from her home in Fareham, Hampshire, Monday to Thursday from 7.30am to 5.30pm, 40 weeks of the year. The childminder has a relevant level 3 qualification. She works with two assistants. The childminder provides government funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector
Lindsay Osman

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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