

Childminder report

Inspection date: 25 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 thrive in this homely and nurturing setting. The childminder has close bonds with children and values each child highly. She gathers information from parents on their child's likes and dislikes, and uses this information to nurture children's interests. Children explore the environment confidently. They show high levels of curiosity and are keen to engage with the childminder and the learning opportunities she provides.

The childminder places a strong emphasis on outdoor learning. She regularly takes children on trips to local parks and woods where they enjoy practising their physical skills. For example, children begin to understand how to take safe risks. They develop their coordination and muscle strength as they climb and balance across logs. The childminder also offers a broad range of opportunities for children to engage with their local community. Through these experiences, children meet new people and take part in various social activities. This helps them learn how to behave in different environments.

The childminder is a good role model. She encourages children to tidy up when they have finished playing, ready for the next activity. Children learn to respect the environment and how to look after the toys. They show kindness to others and willingly share and take turns.

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

- The childminder regularly assesses children's on-going progress. She uses children's interests to support them to develop a positive attitude to learning. For instance, she encourages them to problem-solve and work out how to transport water using different resources. Children show good concentration skills as they experiment with pipettes and sponges. They delight in using water bottles to squirt liquids onto different surfaces. This supports the muscles in children's arms, hands and fingers in preparation for early writing.
- The childminder recognises the importance of supporting communication and language skills as a foundation for children's learning. For example, children delight in playing musical instruments and explore the different sounds they make. The childminder talks to children as they play and introduces new vocabulary, such as 'louder' and 'softer.' However, opportunities for children to think for themselves and use their own words to express their ideas are more limited. This slightly inhibits children's developing speech and language development.
- Children develop their early mathematical skills. The childminder engages them in number songs and encourages them to count as they balance across stepping stones for example. She introduces the concept of measure as children fill up

and empty containers as part of messy play.

- The childminder promotes children's awareness of the wider world. She weaves a wide range of festivals and traditions into everyday routines and learning experiences across the year. Children have access to books and resources that support their understanding of the rich diversity of the world. This helps to deepen their understanding of similarities and differences between themselves and others.
- The childminder understands that it is important for children to lead healthy lifestyles. She teaches children about hygiene and how to make sure that they are safe from germs. She talks to them about the importance of eating well and drinking water to stay hydrated. This supports children's physical health.
- The childminder regards children's safety as a high priority. She teaches children the emergency evacuation drill and discusses how to cross roads with care. Children show a good understanding of how to make sensible choices, such as not to climb up the slide the wrong way. The childminder praises and encourages children, which helps them to develop feelings of security and confidence.
- Partnerships with parents are highly effective. The childminder shares regular information on their children's progress, such as through face-to-face discussions and digital media. She gives parents guidance on how to support their child at home, such as brushing their teeth. Parents speak highly of the care their children receive and the progress they make.
- The childminder regularly reflects on her provision and makes positive changes to improve her setting. She attends webinars and training to help enhance her skills and knowledge. Following recent training she has introduced learning experiences to help support children's early literacy development. The childminder networks with other childminders to share good practice. This helps her to keep up-to-date with latest guidance and legislation.

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 interactions with children to continually support and enhance their speech and language.

Setting details

Unique reference number	2723837
Local authority	Hampshire
Inspection number	10394859
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 2
Total number of places	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in March 2023. She lives in Basingstoke and cares for children from 8am to 5.30pm, Monday to Friday, all year round. The childminder has an appropriate and relevant qualification. She provides government funded childcare.

Information about this inspection

Inspector

Jane Franks

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 foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took into account of the written views of parents
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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