

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 demonstrate that they feel secure in the childminder's care. For example, they approach him for cuddles and to share their discoveries as they play. The childminder offers children plenty of warm praise and attention. He builds their self-esteem effectively.

The childminder has a clear understanding of the skills he plans to teach children. For instance, the childminder plans to teach children about developing a love of learning outdoors. The childminder ensures children have the opportunity to learn about growing cycles and the natural world, such as when they visit the allotment.

The childminder and his co-childminder provide a clean and safe place for children to play and learn. The childminder offers children a variety of resources to support their learning. Children can make decisions about what to play with and where to learn. The childminder helps children learn to stay safe. For instance, he helps children know that they need to tidy away toys from the floor when they have finished playing with them. Children respond positively to the childminder and show positive behaviour and attitudes to each other and the childminder.

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

- The childminder knows the children he cares for very well. He knows what interests and motivates children to play and learn. For instance, the childminder understands that children enjoy playing with trains. He plans activities, such as visiting the local train station, that will help to build on their learning further.
- The childminder is a positive role model for children. For example, he shows children how to communicate with each other. The childminder helps children to learn to share and take turns. For instance, when building with blocks, he comments on whose turn it is and helps children understand that they sometimes need to wait. Children benefit from being in the care of a childminder who supports them to play cooperatively.
- Children benefit from unhurried time to play and learn. For instance, when they are fully engrossed in playing with train tracks and trains, the childminder follows the children's lead. He waits for children to naturally finish before suggesting they move to another activity. The childminder encourages children to get deeply engaged in their learning.
- Children enjoy energetic physical activities. For instance, they take part in lively action songs. The childminder is an enthusiastic role model for children, helping them copy actions as they pretend to be train drivers. However, he does not fully consider all children's learning needs and vary his approach to teaching. The youngest children, for example, find the fast pace too challenging and are not motivated to join in. At times, not all children are engaged and fully benefit from

planned teaching.

- The childminder encourages children to develop a range of skills before they move on to the next stage in their education. For instance, the childminder helps children learn to wash and dry their hands effectively before they eat. However, at times, the childminder does not fully support children to try and complete simple tasks for themselves, such as cleaning their own nose. Occasionally, he does not consider how to fully support children to be independent.
- The childminder supports children's communication effectively. He teaches children new words as they play and helps them to understand what they mean. For instance, children learn the word wagon and that this can carry things. Children hear lots of words from the childminder as they play. This helps them to develop a good range of vocabulary.
- The childminder builds effective partnerships with parents. He regularly shares information with parents about children's learning. Parents report positively about the care their children receive, as well as the advice they receive as parents. The childminder supports a shared approach to children's care and learning, which benefits 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:

- focus teaching more precisely on what children need to learn next
- make the most of daily opportunities to extend children's growing independence, including letting them 'have a go' at completing tasks for themselves.

Setting details

Unique reference number	2726451
Local authority	Hampshire
Inspection number	10362908
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. He works with a co-childminder. The childminder receives funding for early education for children. He provides care Monday to Friday, from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about his 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 during story time.
- 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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