

Childminder report

Inspection date: 22 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 are very happy, well-settled and confident in the care of the nurturing and attentive childminder. Older children confidently introduce themselves and warmly invite new visitors to join their play. The conscientious childminder values children as unique individuals and fosters strong, trusting relationships with them. She is quick to recognise when children need reassurance and readily offers plenty of cuddles. By gathering detailed information about children's home routines, the childminder provides tailored care, such as personalising their eating and sleeping arrangements. This helps children feel safe and secure.

The childminder's ambitious curriculum has a strong focus on developing children's personal, social and emotional skills, alongside their communication and language. She recognises how vital these foundations are for children's future success. The childminder demonstrates a clear understanding of each child's learning priorities. For example, she provides a homemade post box to encourage younger children to develop their hand and eye coordination. Children freely explore the variety of resources on offer and engage in imaginative play, such as when the older ones carefully arrange several dinosaurs to create their own pretend worlds. The childminder is a positive role model, who offers consistent praise and encouragement. This contributes towards children becoming resilient individuals, who want to do their best and behave well.

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

- The childminder is committed to continually developing her knowledge and skills. She actively engages in training and collaborates with early years professionals, including local childminders, to share best practice and stay up to date with current guidance. She also completes targeted research and uses her findings to tailor support to meet children's individual needs. For instance, recent training has helped the childminder to recognise the importance of giving children the time and space to think and respond at their own pace.
- The childminder's calm and gentle manner positively impacts on children's interactions with each other. Children willingly take turns and offer resources to younger children, without being asked. They demonstrate consistently good behaviour, with older children using polite phrases, such as 'please' and 'thank you'. Well-established routines help children anticipate what will come next, which fosters a strong sense of emotional security and belonging. Children show their joy and enthusiasm when the childminder suggests an activity. They remain engaged and show an eagerness to learn.
- Overall, the childminder provides a language-rich environment. Children have regular exposure to stories, rhymes and discussion. The childminder provides a running commentary as children play. This is particularly beneficial for younger

children as they hear key words and begin to use them. However, she does not plan as effectively to introduce more advanced vocabulary for older children or provide sufficient opportunities to practise and embed new words in their speech. This does not consistently support these children to further extend and broaden their language skills.

- The childminder thoughtfully organises the indoor and outdoor environments, to promote the development of children's physical skills. Outdoors, they confidently climb on apparatus, which is further enhanced by opportunities to build their strength during regular visits to local parks and soft play centres. Indoors, children enjoy playing with small world toys and drawing materials. As a result, children make good progress in their small and large motor skills.
- The childminder places strong emphasis on promoting children's independence, particularly in managing their own self-care routines. Her consistent and supportive approach helps older children who may initially be hesitant to use the toilet, do so with confidence and pride. They reliably remember to wash their hands before meals and after using the toilet. While the childminder keeps parents well informed about their children's progress and developmental next steps, she has not yet established a more coordinated approach to further support children's readiness for the next stage in their education.
- Parents are complimentary and speak highly about the childminder and the quality of education and care their children receive. They value the regular outings which help develop children's social skills and broaden their experiences, particularly when travelling on a bus or train. The childminder is passionate about providing a high-quality service for children and families, which demonstrates a strong commitment to their well-being and 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:

- make more effective use of opportunities to build on what older children already know and say, in order to extend their language skills and embed new vocabulary more effectively
- provide even greater support to parents to help them promote their children's next steps in development and continue to encourage parents ongoing contributions about their children's learning at home.

Setting details

Unique reference number	2727439
Local authority	Hampshire
Inspection number	10399208
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Aldershot, Hampshire. She operates Monday to Friday, from 8am to 5pm, term time only. The childminder has a relevant childcare qualification at level 6. She is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

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.
- Children spoke with the inspector during the inspection.
- 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 inspector and the childminder carried out a joint observation of a communication and language activity.
- 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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