

Childminder report

Inspection date: 10 September 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 happy, safe and confident. The childminder and the assistants she works with are warm and nurturing. They offer cuddles and reassurance to children, as they need it. This helps to build children's emotional security and develops their sense of belonging. The childminder has good boundaries and expectations in place, which help children learn to be kind and considerate as they play with their friends. Children benefit from a wealth of experiences and opportunities to learn about their local community. They visit local farms, parks and outdoor spaces, where they can learn about nature and observe changes to the environment.

The childminder plans a curriculum that enables children to benefit from hands-on opportunities to learn. Her focus on embedding the skills and knowledge children need for the start of their educational journey, help children to develop skills for life-long learning. Children develop positive attitudes to learning and are keen to try the new experiences the childminder provides. For instance, children explore transporting water across the garden. They carefully fill teapots and pans, navigating along paths to successfully fill trays. Children gain good physical skills, such as their hand-eye coordination skills, balance and core skills. The childminder encourages and praises children, helping them to persist when learning is more challenging. This helps children to successfully master new skills and develops confidence in their growing abilities.

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

- The childminder and her assistants help children to develop their early love of literacy, as strong foundations for future learning. They provide a good range of opportunities for children to engage in stories, rhymes and songs. For instance, toddlers chose favourite songs and use musical instruments to make loud and quiet sounds. Babies learn how to move their bodies to action songs, as toddlers work out how many buns might be left in the baker's shop if they take away one. Children enjoy sharing favourite stories and readily act out parts, such as going out to the garden to find bears. These experiences help children to develop a love of books and a joy of reading.
- The childminder provides a wealth of opportunities for children to develop their independence. For instance, children learn how to use knives to cut up their fruits for snack, as the childminder supervises them closely and helps them practise these skills safely. As children get ready for outdoor play, they learn how to put on wet suits and wellington boots as the childminder gives them time to develop their independence. Where children need extra help, the childminder encourages them to 'have a turn first' before she intervenes. This helps children

to develop a 'can-do' attitude to learning and builds confidence in their growing abilities.

- The childminder understands how children learn. She uses this knowledge to plan a broad curriculum that incorporates children's individual interests. The childminder gathers detailed information about children, when they first start, to help her shape care and learning experiences from the outset. She checks children's progress effectively and where children need additional support, the childminder acts quickly to seek support from relevant agencies. However, on occasion, the childminder's planning for children's next steps lacks some precision, which limits her ability to tailor teaching to support what children need to learn or achieve next.
- The childminder promotes healthy lifestyles, such as providing nutritious meals and adapting them to meet children's dietary needs. She encourages active physical play well. For instance, toddlers learn to climb up the steps to slides and whizz down to repeat their turn. They take turns in ride in cars as the push themselves along the grass. The childminder recognises the value active lifestyles have for children's physical and mental health and promotes this well in her curriculum.
- Partnerships with parents are good. The childminder shares children's care, activities and key achievements with parents regularly. Where children are learning new skills, such as toilet training, the childminder works closely with parents to support children in mastering these new skills. Parents say that their children have developed good social skills and are more confident since being cared for by the childminder and her assistants. However, the childminder has not yet developed effective links with other settings that children attend, to improve the continuity and support for children's learning experiences.

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:

- sharpen planning to focus more precisely on children's individual next steps in learning
- develop partnerships with other early years settings children attend to help ensure continuity of learning and care.

Setting details

Unique reference number	2741431
Local authority	Isle of Wight
Inspection number	10408117
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 2
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2023 and is located in Arreton, Newport, on the Isle of Wight. The childminder works with assistants. She provides care for children Tuesday to Friday from 7.45am to 5pm all year round. The childminder provides government funded early education for eligible children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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