

Childminder report

Inspection date: 20 August 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle in well at the welcoming and homely environment provided by the childminder. They anticipate a day of fun and learning and are eager to explore the many exciting activities that the childminder has planned for them. The childminder carefully considers the learning environment, ensuring all children engage in a wide range of activities. She has planned and developed a curriculum that builds on children's existing knowledge and current interests. For example, for those children who prefer to play outside, the childminder creates a stimulating learning environment in which they can grow and harvest their own produce. Both the development of their physical skills and their understanding of the natural world are very well supported.

The childminder interacts warmly with children. She supports their emotional health by offering reassurance when needed and gently interacting during care routines. Children learn to behave very well, and the childminder provides praise when children are kind and gentle to each other. She is an excellent role model, which positively impacts on the way that children treat both the environment and each other.

The childminder ensures that all children engage in a range of activities that meet their ages and stages of development. For example, very young children are given smaller obstacles to climb to help them to develop the skills to climb larger equipment, such as a slide and steps. They are delighted in the praise they receive for their perseverance.

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

- Since the last inspection, the childminder has worked hard to implement positive changes to her provision. She has reduced the number of children she cares for and developed her curriculum to support younger children and babies effectively in their learning. This has had a positive impact on the quality of teaching and learning, and all children make strong progress from their starting points. She makes sure that any assistant childminders that she works with receive ongoing support and training opportunities.
- The childminder successfully motivates children to learn, and they are eager to take part in the broad range of activities provided. Older children mix herbs and count the leaves as they make a 'soup' in the outdoor play kitchen. Younger children show their delight and squeal with excitement as they hold up a soft toy character in response to the childminder reading 'The Gruffalo'. They make the sounds of the animals when the childminder leaves plenty of time for them to respond.
- The childminder uses observation and assessment well to identify what it is

children need to learn next. Parents are provided with regular updates on children's learning and how to support this at home. However, on occasion, the childminder does not fully include children's next steps in her planning. Consequently, children are not consistently supported to make the progress they are capable of. Despite this, overall engagement and enjoyment in activities are high.

- Children develop a love of stories through regular interactive story times. The childminder ignites children's imagination effectively through her storytelling techniques. Children are encouraged to give their thoughts and share what they know about favourite characters in a story. At these times, children's communication and language is considered. However, this can be inconsistent and there are times, such as during general play, when children's emerging vocabulary and speech are not as well supported.
- The childminder's curriculum provides children with a range of activities that they may not have previously experienced. Children visit bakeries and greengrocers, which are experiences that link to activities they enjoy in the childminding setting. They mix with children from different backgrounds when they visit libraries and local parks. This helps to enhance children's understanding of the wider world and the community in which they live.
- The childminder teaches children about the importance of a healthy lifestyle. This positively influences children's attitudes towards exercise and healthy eating habits. For example, the childminder provides a wide range of home-cooked and nutritious foods, which children thoroughly enjoy. Children regularly help in harvesting and cooking the produce that they have grown in the garden. They are learning to be independent in their own self-care, washing and drying their hands when required. Children anticipate an enjoyable time as they run around with their friends in the fresh air.

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 the focus on promoting children's next steps in learning during activities
- extend children's early language skills when interacting with them and during play.

Setting details

Unique reference number	2741675
Local authority	Hampshire
Inspection number	10379967
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	8
Date of previous inspection	3 December 2024

Information about this early years setting

The childminder registered in 2023 and lives in Fareham, Hampshire. She operates Tuesday to Thursday, 8am to 5pm, all year round. The childminder provides government funded early education places for children aged from nine months to four years. She works alongside assistants, all of whom hold appropriate childcare qualifications up to level 4.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector interacted with the children 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 carried out a joint observation with the childminder.
- Parents shared their 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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