

Childminder report

Inspection date: 22 January 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 happy and confident in the care of this childminder. They are given a good amount of reassurance from the childminder and her co-childminder, who work well together to plan and provide a purposeful curriculum. Children demonstrate that they feel safe as they move around independently in the home and make choices about what they want to play with. The childminder knows the children well. She plans and provides an ambitious curriculum that helps to build and support children's individual next steps in learning. This helps children to reach their full potential.

All children behave well. Relationships are forming well. The children are helped to learn about acceptable expectations from a young age due to the gentle reminders and consistent boundaries adapted by the childminder. For example, all children are encouraged and supported to help to tidy up. The childminder is a good role model. She is calm in her approach and attentive to the children. Children benefit from regular fresh air and daily outings. They enjoy visiting the local parks, toddlers and other exciting places, such as the zoo's. Activities such as these help children to build on their learning and experience within the wider world.

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

- The childminder has a good understanding of the curriculum. She plans and provides a range of fun activities and opportunities for children to experience, which in turn supports their learning. The childminder is skilful in adapting activities to maximise learning. For example, as the children enjoy playing at the park, she incorporates a racing game of hunting for colours. This encourages the children to run, developing their physical skills while supporting mathematical learning.
- Children show enthusiasm and curiosity as they play. They enjoy the resources on offer and join in with activities planned by the childminder to support their creative development. Children are active learners. They demonstrate a good 'can do' attitude. For example, children are keen to try and do things for themselves and show resilience as they master skills, such as putting their outdoor clothing on before going out to play.
- The childminder interacts with the children purposefully as she sings songs, reads familiar stories, chatters to the children as they play and asks questions. However, at times, she does not use correct pronunciation when naming animals and when talking to the children about garments. This somewhat limits the children's pronunciation and understanding.
- The childminder is good at supporting the children's imaginative play. For example, she sparks their creative thinking as she teaches them magical words and phrases that they can use in their make-believe play. Children show pure

delight as they copy these expressions and turn the childminder into a 'frog', which she responds to positively as she hops around and croaks. This helps to ignite children's play and expand their vocabulary and descriptive skills.

- Children enjoy snacks and meals brought from home. The childminder oversees and provides guidance to parents on healthy lunch boxes, which helps to support children's health. Overall, the childminder maintains the well-being of all children and the arrangements for any illnesses are clearly followed and shared with parents. Generally, children learn how to minimise germs through handwashing. However, not enough focus is given to support children on catching coughs and wiping their own noses more frequently to minimise the risk of infection.
- Partnerships with parents are strong. The childminder keeps parents well informed of their children's progress through the use of an app and conversations. This helps to support continuity of care. Parents are clearly happy with the care and support the childminder offers their children. They comment that her 'communication is excellent,' that their children are 'happy and confident' and the care offered is 'second to none'.
- The childminder is committed to advancing her provision. She understands the importance of maintaining continuous professional development and regularly attends forums and training to support her understanding. This has had a positive impact on the children's learning 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:

- ensure the correct language and pronunciation is modelled effectively to fully support children's developing vocabulary
- improve and review the children's developing awareness of how they can maintain their good health.

Setting details

Unique reference number	2743302
Local authority	Hampshire
Inspection number	10377068
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 6
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 Basingstoke, Hampshire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers occasional overnight care. She works with a co-childminder.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder took the inspector on a tour of all areas of the premises to understand how the early years provision and the curriculum are organised.
- The inspector and the childminder completed a focus activity and evaluated it together.
- Children confidently approached the inspector and engaged with her. The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took account of parents' views through their written comments.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.

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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