

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 demonstrate a strong sense of belonging in the childminder's welcoming environment. They are happy, feel safe and form strong relationships with the childminder and his co-minder. Children enter the home with confidence and settle to activities that stimulate their interests and support their learning. The childminder knows the children well and has high expectations for their learning. Children enjoy a broad curriculum and develop high levels of self-esteem. The childminder is a good role model for the children, he is calm and understanding and supports children's relationships well.

Children behave well, they are confident and demonstrate that they understand the routine of the day. Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. Children learn to be confident and independent. They are keen to take responsibility for doing things themselves and the childminder encourages them to have a go at doing small tasks. For example, as they get ready to go to the park, the childminder helps to develop self-help skills as he starts the zips on their coats so they can complete the task. The childminder plays alongside the children well, follows their interest and models language very well.

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

- The childminder understands the importance of providing a rich curriculum to help children to learn. He has a good understanding of where the children are up to in their development, including what they need to learn next. The childminder supports children's communication and language skills well. He engages with the children purposefully and encourages them to use words, recall events and learn new vocabulary as they play. Together, they read stories and talk about how things work, such as where hot water comes from. These activities and conversations excite children's curiosity and thinking.
- The childminder plans and provides children with a good range of learning opportunities that help them to experience the seven areas of learning. For instance, children enjoy using technology to support their coordination and mathematical awareness. Children are also offered adult-led creative activities during parts of the day. However, the childminder does not support them as successfully to use media and materials independently, to help them build their confidence to explore and develop their own creative ideas.
- Children enjoy regular outings with the childminder. They go out daily, attend toddler groups, visit the park, and go to places of interest, where they benefit from exciting bus rides. When out, the childminder helps children to learn about the world around them, while supporting their developing awareness of safety. Children thoroughly enjoy their time outdoors and have the freedom to navigate

and explore which, in turn, helps to develop their physical skills.

- Children's behaviour is good. Children demonstrate that they have a positive relationship with the childminder. The childminder supports children to show empathy to others and he teaches them about being kind and using good manners.
- The childminder supervises children well while eating and distributes the children's snack and meals from home accordingly. He works well with parents to ensure that children's meals are nutritious. The childminder, overall, supports children's good health. For example, he reminds them about the importance of washing their hands after using the bathroom and before eating. However, less focus is given on helping the children to understand how they can protect themselves from germs, as children are not frequently reminded to catch their coughs or wipe their noses. Nevertheless, suitable sickness procedures are in place and available to parents to maintain the children's well-being.
- Partnerships with parents and carers are effective. The childminder provides regular updates to help parents stay fully informed regarding their child's progress. Parents report that they are very happy with the care, communication and relationships between them, their children and the childminder.
- The childminder regularly reflects on the provision he provides for the children. He completes mandatory training and works closely with his co-minder and families to evaluate the setting and improve identified areas for 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:

- support further children's increasing development of how they can maintain their good health
- strengthen opportunities for children's creative development to allow them freedom to explore and experiment with their own ideas independently.

Setting details

Unique reference number	2743944
Local authority	Hampshire
Inspection number	10380970
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. He operates all year round from 8am to 6pm, Monday to Thursday and occasional Fridays, except for bank holidays and family holidays. The childminder offers occasional overnight care. They work with a co-minder.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning.
- 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 the parents' views through their written comments.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household and evidence of the childminder's paediatric first-aid training.

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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