

Childminder report

Inspection date: 26 March 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 have fun and enjoy themselves at the childminder's setting. They form good relationships with the childminder and her assistants. Adults promote children's developing friendships with each other, including through circle times, where children are greeted by name. They guide children's behaviour appropriately and have consistent expectations. For example, they support children's developing awareness of taking turns and cooperative behaviour. This helps children to gain skills in sharing toys and resources. Children receive plenty of praise and encouragement to help build their self-esteem securely.

The childminder has clear aims for children's learning. Adults monitor children's progress over time and support individual next steps in learning for children. They have a good knowledge of children's interests and use these to plan activities. This helps children engage in their play and learning securely. Children show enthusiasm for taking part in activities. For instance, they maintained a strong interest when playing with sand and toy diggers. Adults built on this activity through sharing a book with children linked to their interest in transport. There is a good focus on supporting children's language skills. Children benefit from interactions to help develop their vocabulary and understanding, such as adults talking to them and naming items during their play. Overall, the childminder's practice and provision is consistently good and children's learning and progress are promoted well.

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

- The childminder and her assistants consider what children need to learn and incorporate this in their teaching and support for them. For example, they repeat words to children to help them learn how to pronounce these correctly. Adults encourage discussions and observations during children's play. They introduce mathematical language and counting consistently. This helps children to gain knowledge and understanding of these concepts. The childminder offers activities such as growing seeds, which children help to care for. Children benefit from varied outings, including visits to a farm park. These help to develop children's understanding about the world.
- Overall, the childminder organises the day well for children to ensure that their learning and care needs are met securely. For example, adults respond positively to children's enthusiasm to play outside and organise this so that children do not wait for long. Sometimes, not enough consideration is given to some play areas, such as the use of the smaller outdoor space. This led to some children not being able to move around as freely as possible. In addition, occasionally, adults were focused on other tasks, such as taking photographs, which reduced their interactions with children. There are occasional oversights in routines. Although children washed their hands before lunch, they did not clean their hands before

eating their snack, for example.

- Children are happy, settled and comfortable in the care of the childminder and her assistants. Adults are positive role models to children, such as using good manners. Children develop their confidence effectively and gain skills for their future learning. For instance, children build on their small and large physical skills consistently. They practise their hand-eye coordination through using puzzles and making marks with chalks. Children gain confidence when learning to use equipment safely. For example, older children waited for younger children to move out of the way before coming down a slide.
- The childminder promotes healthy eating for children. Children benefit from varied home-cooked meals and snacks, which help to widen their tastes. Children enjoy social mealtimes sitting together at the table. They learn to feed themselves independently using appropriate cutlery. At times, adults do things for children without explaining to them first. This does not fully build children's understanding of why something is taking place, such as when their noses are cleaned.
- The childminder takes part in professional development regularly. She supports those working with her, including providing access to online training. Adults work well together. They reflect on their practice and share ideas together. This helps them to identify new ideas for children's learning experiences and activities.
- There are strong partnerships with parents. Parents are kept well informed about their child's day and learning. This includes details about their child's next steps in learning, which helps to continue children's learning at home. Parents' feedback is highly complimentary about the childminder's service.

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:

- build further on how the day is organised to support children's care, play and interactions more effectively
- strengthen the information provided to children to help them understand more about what is happening.

Setting details

Unique reference number	2777585
Local authority	Hampshire
Inspection number	10393240
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	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024. She lives in Havant, Hampshire. The childminder offers her service all day, from Monday to Friday, for most of the year. She has three assistants registered to work with her, of which two regularly work with her. The childminder holds a recognised early years level 5 qualification. In addition, one of the childminder's regular assistants holds a recognised early years qualification at level 5 and they have completed special educational needs coordinator training. The childminder provides government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she supports their progress.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector held discussions at appropriate times with the childminder and assistants who were present during the inspection.
- The childminder and inspector discussed and reviewed an activity that took place during the inspection.
- The inspector interacted with and chatted to the children during the inspection.
- Some parents provided written feedback to offer their views about the childminder's service and their children's time there.
- A sample of documentation was reviewed as part of the inspection process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2025