

Childminder report

Inspection date: 18 June 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

The childminder is dedicated and nurturing. She ensures children are warmly welcomed into her home-from-home setting. She provides children with a fun, stimulating and enabling environment. Children share delight when the childminder joins them in their play.

Children benefit from a varied curriculum that supports their interests, individual needs and increases their all-round knowledge. They enjoy a broad range of activities, adventurous outings and opportunities to explore the local environment. For instance, trips to natural parks, open spaces, an elderly home, and the airport boosts children's curiosity and enhances their understanding of the world. Children relish the opportunities to play in the garden, where they develop their number recognition and imaginative skills, as they use various flowers and materials collected to create a 'mud pie'. Children show natural curiosity, and the childminder skilfully introduces counting as well as comparing size and weight. Children learn to appreciate the natural world and develop an early understanding of mathematical concepts and language.

The childminder encourages positive attitudes to learning through praise and role modelling. She speaks to children with genuine care and respect. In return, children demonstrate they feel safe, valued and secure, as they have established close and trusting relationships. The childminder takes every step to ensure that children become increasingly independent. She teaches children vital self-help skills, such as washing their own faces after lunch. Children behave well and learn how to be kind and respectful to their friends. Overall, the childminder uses effective teaching skills to support children to make good progress in their learning.

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

- The childminder builds a curriculum that carefully considers information shared by parents when children first start and her observations. She builds on what children can do and what they need to learn. Furthermore, she actively supports learning at home by offering a book lending library and for children to take activities home, such as growing cress seeds. Children eagerly update the childminder on the progress of their plants.
- The childminder weaves communication and language through every aspect of the curriculum. She achieves this through children's play and focused teaching opportunities. The childminder provides clear and precise language to children, modelling words and sentences. This running commentary provides children with a language-rich experience. However, at times, she does not recognise when to intervene or step back, which can interrupt children's concentration and problem-solving. The childminder asks numerous questions and has not

considered allowing children enough time to think before they respond or to explore their own ideas further.

- The childminder supports children's emotional security well. Children seek out the childminder when they need reassurance. They respond with delight when they receive praise. Children are helpful and kind to each other. Older children help younger children, for example, to open containers and packages in their lunch box. The childminder sensitively teaches children to share popular resources. For instance, during a story activity with props, children show curiosity and squeal in delight as they recall parts of a familiar story. They take it in turns to find the appropriate props.
- The childminder enhances children's fine motor development. For example, she encourages children to use chalk, scissors and dough to develop muscle strength and control in their hand movements. This improves children's fine motor skills as they become skilful in using a range of tools, in preparation for early writing.
- The childminder uses her visual risk assessments effectively to provide children with a safe and secure environment. She helps children to understand how to keep themselves safe, such as to avoid tripping by tidying away the toys and by washing their hands to get rid of the germs. This means children can begin to understand these procedures, to assess potential risks for themselves.
- The childminder builds good relationships with parents, who all highly recommend the provision. Parent's feedback is very positive. They report that the childminder is warm, calm, positive and say their children look forward to attending. Parents enjoy receiving regular photos of their children. This helps them to see what they have been doing and what they are learning.
- The childminder reflects on her practice. For example, she constantly evaluates children's experiences throughout the day and thinks of new ways to build on their learning. She is committed to keeping her professional development up to date. For example, she recently attended training on improving the quality of the education. She intends to use her knowledge and training to support her practice and to continue to raise the quality even further of this inclusive setting.

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:

- give children more time to respond to questions, explore their ideas and activities to derive the maximum learning they can before moving on to something else.

Setting details

Unique reference number	2787195
Local authority	Hampshire
Inspection number	10408636
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	Not applicable

Information about this early years setting

The childminder registered in 2024. She lives in Farnborough, Hampshire and cares for children Monday to Friday, all year round. She provides government funded early education to eligible children between the ages of one year and four years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- We carried out this inspection as a result of a risk assessment process, following information we received from the provider.
- The childminder took the inspector on a tour of the premises, to understand how the early years provision and the curriculum are organised.
- A joint focus activity observation was carried out by the inspector and the childminder. The inspector discussed learning activities and assessed the quality and impact of teaching on the children's learning. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of all those living in the household. She also sampled documentation, including evidence of paediatric first-aid training.
- The inspector took account of the 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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