

Childminder report

Inspection date: 27 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children come into the setting happy and excited to see their friends. The childminder is friendly and welcoming and provides an environment where children feel safe and secure. Children have a clear understanding of the behaviour expectations, and the childminder regularly acknowledges positive behaviour. For example, she says 'well done' or 'good job' if children are kind to their friends or share a toy. The childminder is an excellent role model to the children. She uses clear instructions and explanations to teach them something new, such as where different animals live or the different types of weather.

The childminder takes children's interests into account when planning her curriculum. For example, she encourages children to use a range of mark-making materials, such as pens, and stickers when making cards to take home. This provides opportunities for children to develop their fine motor skills and practise their early writing skills.

Children enjoy looking through home-made scrapbooks and get excited when they recognise a photo of themselves or a friend. The childminder uses these to remind them about previous experiences or to remember a friend that use to come to the setting. This provides children with a positive sense of self and gives them a sense of belonging.

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

- The childminder knows the children well and works closely in partnership with parents to gather information about their development, allergies and any additional needs. For example, she shares information about toileting and healthy eating and provides support on speech and language development. This means that the care children receive is consistent and that parents feel well supported.
- The curriculum provided is ambitious for most children. The childminder plans a broad range of experiences, taking children's interests into account. However, there are times when she does not consider how to build on children's learning even further. For example, on occasion, she does not encourage children to fully explain their thinking and deepen their understanding during activities. Consequently, sometimes activities are too easy.
- Children are taught to develop good hygiene practices. For example, the childminder encourages children to wash their hands and cover their mouth when they cough or sneeze. This helps children to develop their independence and establish good habits.
- The childminder uses children's love of singing to encourage their communication and language development. For example, children are excited to

choose songs, such as 'Old Macdonald'. The childminder uses this time to enable children to make choices and encourage them to guess what comes next. This provides opportunities for children to make decisions, take turns and practise unfamiliar words in a fun and engaging way.

- The childminder teaches children about the importance of online safety using stories and discussion. Children enjoy talking about the characters in the story, and the childminder discusses the importance of sharing any worries they might have with a trusted adult, such as a parent or the childminder. This helps children begin to understand how to use technology and talk about ways to keep themselves safe.
- The childminder teaches children to be resilient. For example, if a game or puzzle is difficult, the childminder encourages children to keep trying or ask a friend to help them. Children respond well to this and enjoy the support and praise once they have completed the activity. This helps to build child's confidence and self-esteem.
- The childminder regularly attends training to keep her practice up to date. She knows where to go for advice and support, and she shares ideas and resources with other local childminders. This means children stay interested and focused, which supports their learning in all areas.

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 support for children to further extend their learning and thinking skills.

Setting details

Unique reference number	EY217335
Local authority	Hampshire
Inspection number	10388373
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Locks Heath, Hampshire. She operates Tuesday to Friday, from 8am to 5.30pm, for most of the year. The childminder receives government funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lucy Short

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale of the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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