

Childminder report

Inspection date: 26 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and keen learners. They build warm bonds with the nurturing and kind-natured childminder. Children demonstrate they feel comfortable in their surroundings and show a real sense of belonging. The childminder invests quality time to get to know all children and their unique personalities. For instance, she joins in their games and giggles with them as they try to make funny jokes. Children happily explore and self-select toys they want to play with.

The childminder adds more fun and detail to strengthen topics that fascinate children. For example, a visit to the train station appeals greatly to those children who show an interest in transport. She encourages children to connect their previous experiences with new ones to help develop their recall of facts. This helps to enhance children's memory skills.

The childminder skilfully builds on children's existing learning through a range of planned activities. She ensures that her observations and ongoing assessments help to identify children's next steps in their development. The childminder organises tasks to support these next steps in a targeted way, such as expertly helping children learn the correct techniques to use scissors safely. Children practice these skills over time, showing great determination to succeed. In this way, they make good progress from their starting points.

Children always want to do their best and smile proudly when the childminder offers plenty of praise for their efforts and achievements. They follow the childminder's good modelling of behaviour, such as impressively using 'please' and 'thank you', without prompting. Children behave consistently well.

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

- Outdoor learning is a significant feature of the childminder's broad and varied curriculum. Children have daily opportunities to learn first-hand about the local area and beyond, such as when they go on walks to the park or woods. They relish in completing little challenges the childminder sets them. For instance, on their walks, children jump and splash in puddles, they climb trees and count different types of birds they spot. Activities like these help children to build a good awareness of nature and the world around them.
- Developing and enhancing children's communication and language skills is a priority. The childminder provides a language-rich environment. She holds interesting conversations with children, who talk about their home experiences, such as getting a new pet. Children learn to give clear instructions to voice activated electronic devices when they want to find out more, such as the noises ducks, geese and goats make. However, on occasion, the childminder asks too

many questions in quick succession. She does not always give children sufficient time to gather their thoughts and provide more detailed responses. At these times, children have less opportunities to repeat words and phrases they have learnt, in response to the childminder's interactions.

- Children's self-care skills are promoted from an early age. The childminder guides children to wash their hands independently, reminding them to rub the soap between their fingers. Children are learning to understand what they can do for themselves. For instance, before leaving the house with the childminder, they put on their own shoes. The childminder works closely with parents and other settings children attend, to reinforce these important skills. In return, children become well-equipped for their next stage in education.
- The well-established routines help children immensely to understand what is expected of them. For instance, they know that before they have their meals, they need to tidy away their toys. Children listen carefully and follow the childminder's instructions. They clearly know right from wrong and show respect for the provision and others they are with.
- The childminder promotes children's mathematical knowledge through many daily activities. She encourages children to consider the best ways to construct models with various magnetic shapes. She asks them to name the shapes and talk about the features of each, for example, a triangle has 3 sides. She teaches positional language as children build walls for the farm animal's homes. Consequently, children's understanding of early mathematical concepts is building well.
- Partnerships with parents are trusted and effective. The childminder regularly informs parents about their children's busy day with her, as well as their ongoing progress. Parents speak extremely highly of her, valuing the social opportunities and physical activities their children experience. They appreciate the shared approach to supporting their children's personal care needs, such as toilet training.

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:

- adapt teaching to give children enough time to think about questions posed, and work out more informed responses by themselves.

Setting details

Unique reference number	EY246494
Local authority	Hampshire
Inspection number	10380440
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder was registered in 2002 and lives in Alresford, near Winchester, Hampshire. She provides care for children Monday to Wednesday, from 8.30am to 5pm, during term time only. The childminder is eligible to receive funding to provide free early education for children nine months to four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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