

Childminder report

Inspection date: 2 September 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 truly at the heart of everything the childminder does. Many have been in her care since they were babies, and they delight in hearing her stories about their earlier years. The childminder's nurturing and calm approach radiates throughout the setting, creating a warm and respectful atmosphere. Younger children settle quickly and thrive in her care, while older ones show compassion and sensitivity towards them. This reflects the positive qualities they see the childminder model. This is evident when they work together to manage potential risks, such as removing marbles from the floor to keep the youngest children safe.

Outdoor learning is a distinctive strength of the childminder's curriculum. Children experience daily adventures to a multitude of places of interest, such as woods and parks. Real-life opportunities such as these spark a love for nature and curiosity about the world around them. For example, children splash in streams where they fill and empty pots and pans, and delight in spotting newts and toads. In addition, children's social skills are well developed, as they meet and interact with people from different walks of life when out and about.

The childminder establishes clear boundaries and consistent routines from the outset, helping children to feel secure and understand what is expected of them. Building children's emotional security is a high priority for the childminder. By gathering detailed information from parents about children's individual care routines, she responds quickly and sensitively when children are hungry, tired or in need of a reassuring cuddle.

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

- The dedicated childminder works tirelessly to reflect on and improve the education and care she provides. She proactively makes changes to benefit children. This includes continually updating and refreshing her knowledge and skills. The childminder shares innovative ways to enhance children's outdoor experiences with local childminders. For instance, children who thoroughly enjoy mark making design their own graffiti on a large bed sheet, before transforming it into a den.
- The childminder carefully creates a welcoming, stimulating environment, where children freely explore and develop their own ideas. She gives them time to work things out for themselves, such as discovering how to make new shades with primary colours in water. Children show inventive thinking, for instance, by adding water to shaving foam to improve the consistency so it pours more easily from one container to another. As a result of the childminder's thoughtful practice, children make consistently good progress from their starting points.
- The childminder has a deep understanding of each child's unique personalities,

learning styles, needs and abilities. For example, she actively listens and responds enthusiastically to children's contributions about their home experiences, ensuring they feel valued and respected. However, the childminder does not always target her planning sharply enough to ensure that she consistently builds on children's existing knowledge and skills. Consequently, at times, she does not fully challenge individual children to extend their learning to the next level. This slightly hinders their ongoing progress.

- From an early age, children develop a genuine love for books. The childminder prioritises the development of children's vocabulary, for example, through regularly sharing stories and visiting the local library. Pre-school age children impressively and confidently retell familiar stories, often word for word, which strengthens their language skills and fuels their imaginations. This not only supports them to create their own stories but also prepares them well for their eventual move to school.
- Promoting children's understanding of how to adopt a healthy lifestyle is an important aspect of the childminder's work with children. For instance, she engages them in conversations about their favourite foods and how these affect their bodies, such as milk contains calcium which is good for their bones and teeth. Regular time spent outdoors helps children develop strong physical skills, to include climbing, jumping and running. They also demonstrate a clear awareness of healthy hygiene routines, for example, when they readily go upstairs to the bathroom to wash their hands before mealtimes.
- Partnerships with parents are strong, effective and built on trust. The childminder keeps families fully informed about their children's day with her, as well as their ongoing progress. She shares daily updates with them through digital channels. The childminder also provides helpful guidance to parents to help support their children's development at home, such as around healthy eating habits. This consistent approach ensures children's development is continually reinforced. Parents speak highly about the childminder and express great appreciation for the high quality of education and care she provides.

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:

- focus planning and teaching even more precisely during adult-led activities to ensure these are closely matched to each child's next steps in learning and provide greater challenge to their development.

Setting details

Unique reference number	EY269254
Local authority	Hampshire
Inspection number	10399678
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Pamber Heath, near Tadley, Hampshire. She operates all year round from 7am to 5.30pm, Monday to Friday. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years 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 inspector and the childminder carried out a joint observation of a group 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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