

# Childminder report

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Inspection date: 12 August 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has created a welcoming environment for children. She greets children and families warmly on arrival, which helps them to feel valued, safe and secure. The childminder's consistent and nurturing approach helps to ease transitions from home to the setting and supports children to settle quickly. Children are confident and happy. They have developed positive relationships with the childminder, who is a good role model. She consistently reminds children of rules and boundaries, such as sharing and turn-taking. This helps children to understand what is expected of them and to treat others fairly and kindly.

Children benefit from a broad and varied curriculum. The childminder has a secure understanding of what she wants children to know and be able to do. She places a strong emphasis on supporting children's emotional well-being. She uses emotion resources, such as wooden feelings faces, to help children identify and name their emotions. They are encouraged to discuss how they are feeling, and they are supported to understand that their unique feelings are accepted. These experiences support children to develop emotional awareness and help them to feel valued. Additionally, the childminder asks questions in ways that support children well to self-regulate, such as, 'What would make you feel happier?' This helps children to develop confidence and resilience.

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

- The childminder provides a varied and well-sequenced curriculum that focuses on children's interests. She consistently weaves learning into other areas of the curriculum, such as literacy. Children develop an interest in books and reading. They listen attentively to stories, repeat phrases and talk about characters and events. However, children do not always have the same quality of learning experiences. For example, younger children do not consistently receive the same level of interaction during activities. This means that they are not always deeply engaged and included in purposeful learning.
- Children are confident communicators. The childminder consistently chats to children during planned activities and free play. She introduces children to new words linked to planned learning about wildlife and habitats, such as 'polar', 'arctic' and 'jungle'. These opportunities support children to express their thoughts and ideas clearly and engage in meaningful conversations with adults and peers, using a vast range of vocabulary.
- The childminder has a calm and caring approach. She always demonstrates respectful behaviour. Children are quick to emulate this. For instance, when children notice that their friends are not engaged in play, they hand them toys and say, 'There you go; you can play with this.' Additionally, at times, children show affection by offering a hug. These experiences support children to develop

secure relationships with others.

- Children benefit from opportunities to develop their understanding of the world. For example, they learn about history while visiting local ancient castles. They immerse themselves in the learning while dressing up in the type of clothes people would have worn. For instance, children dress up in crowns and cloaks while pretending to be kings and queens. This helps them to gain a deeper understanding of what is being taught.
- The childminder understands the importance of ensuring that children have access to a variety of opportunities to support their physical development. Children develop their gross motor skills through fun activities. They experiment with different ways of moving their bodies while balancing on stepping stone resources. For example, they hop like frogs and make giant steps like a dinosaur. Additionally, this supports their spatial awareness and coordination. Children develop fine motor skills while using a rich variety of mark-making resources, such as crayons, pens and paintbrushes. These varied experiences support children's physical confidence and prepare them well for the next stage in their development.
- Children develop skills in independence. The childminder ensures that children wash their hands before snack and put away their belongings on arrival. Furthermore, the childminder encourages children to make choices during planned activities. For instance, children are encouraged to vote for a book during story time. This helps children to understand that their choices are valued.
- Although the childminder engages in some professional development opportunities to build on their knowledge and skills and stay updated on changes to legislation, she does not always link these opportunities to the specific needs of the children in her care, such as younger children. This limits the potential impact of her continued professional development on their learning and development.
- The childminder has developed strong relationships with parents. They highly praise her and the care their children receive. Parents are kept well informed. Additionally, children and their families are invited to attend the childminder's coffee mornings. This helps parents to get to know each other and feel part of the community.

## 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:**

- ensure that younger children are included and receive the same quality of experiences during activities so that they benefit fully from the learning
- identify ways to take part in continued professional development to further support children's specific learning needs and help them make even better progress in their learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY286031                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10399704                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 11 December 2019                                                                  |

## Information about this early years setting

The childminder registered in 2004 and lives in Andover, Hampshire. The childminder's provision is open Monday to Friday, throughout the year. She provides funded early education for two-, three- and four-year-old children. The childminder holds a childcare qualification at level 3 and works with an assistant.

## Information about this inspection

### Inspector

Loretta Murphy

### Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning and development.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered feedback from parents and spoke to children during the inspection.
- The inspector held discussions with the childminder and the assistant at appropriate times during the inspection.

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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