

# Childminder report

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Inspection date: 13 December 2024

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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**

Children form strong relationships with the childminder and each other. They have fun during play and activities together, such as simple games of hide and seek. The childminder provides outings that support children to develop their understanding of the world and social skills. These include visits to toddler groups, the library and parks. This helps children to gain confidence in interacting with different people and supports their learning about the local community and seasonal changes. The childminder has a calm approach and is patient with children. She provides clear boundaries to children alongside giving them plenty of praise and encouragement.

Overall, the childminder provides consistent and good-quality teaching to children. She has a good understanding of children's individual learning needs and the support they need. This helps her to provide teaching matched to each child's needs. Children engage well in activities, including reading books, playing with dough and exploring with pasta. The childminder uses these activities effectively to support children to gain key skills and knowledge for their next stage of learning. For instance, children develop their small-muscle skills during different activities, and they use tools, such as rolling pins and scissors. The childminder promotes children's awareness of mathematical concepts. For example, children helped to count pasta pieces, and the childminder introduced words such as 'full' and 'empty' when they filled pots with pasta.

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

- The childminder knows children as individuals well and the support they need to progress. She has a good awareness of any gaps children may have in their development and how to help close these. The childminder works with parents about any potential concerns about children's development and progress. She knows to signpost them to relevant professionals if needed.
- The childminder follows children's interests consistently and promotes their independent choices. She engages with children positively through her interactions with them. Overall, these help to build on children's learning and development securely to support their ongoing progress. At times, the childminder does not fully explain to children about what is happening and why to help enhance their understanding and knowledge further. Nevertheless, she helps children to recall their prior learning securely, such as naming parts of the body through a fun spontaneous activity.
- The childminder promotes children's communication and language skills well. She talks to children while they play and introduces a range of new words to help extend children's developing vocabulary effectively. Children enjoy exploring books. They show they are familiar with these as they independently choose a book, turn the pages and say some of the words and phrases.

- The childminder promotes healthy lifestyles for children. She encourages them to eat healthy options at snack time, such as fruit and breadsticks. Children benefit from being active, including through visits to the park and soft-play facilities. There are consistent hygiene routines. For instance, children wash their hands before snacks and meals. Occasionally, the childminder does not fully promote children's developing self-care skills as well as possible. For example, she sometimes does things for children which they may be capable of doing themselves, such as cleaning their hands and faces after eating.
- The childminder promotes positive behaviour, including sharing and turn-taking during activities. She provides simple reminders and ensures that her behaviour expectations are consistent. This helps children to know what is expected of them. The childminder warmly praises children and offers consistent encouragement. This promotes children's engagement in their play and learning and helps them to build their self-esteem and confidence effectively.
- The childminder understands the importance of working in partnership with parents and others involved in children's care and learning. She exchanges information with parents to support children's needs consistently. The childminder makes suggestions about how parents can continue children's learning at home, such as through singing songs and reading stories. Parents speak highly about the childminder's service and what she offers them and their children.
- The childminder has completed appropriate professional development. She uses the information gained to reflect on her provision and to identify ways to develop her teaching and learning experiences for children. For instance, she has reviewed her resources and is obtaining more natural and open-ended resources for children to explore. In addition, she has started to use props during stories to help children maintain their interest and engagement.

## 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 interactions with children further to help them to extend and embed their understanding further
- build further on opportunities to enhance children's developing self-care skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY342304                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10372440                                                                          |
| <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> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 18 April 2019                                                                     |

## Information about this early years setting

The childminder registered in 2006. She lives in Tadley, Hampshire. She works Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She offers the government funded places for childcare.

## Information about this inspection

**Inspector**  
Sheena Bankier

### Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- The inspector observed children's play and activities and their interactions with the childminder.
- Children chatted to the inspector and interacted with her during the inspection.
- The childminder and inspector held some discussions during the inspection.
- Parents provided written feedback, and the inspector took account of their views.
- A sample of documentation was reviewed as part of the inspection process.

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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