

# Childminder report

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Inspection date: 26 February 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> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| 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 provides an ambitious well-planned curriculum that she uses to help children make good progress. She provides children with a welcoming environment that motivates them to explore and learn. Children thoroughly enjoy looking for numbers hidden around the playroom, as the childminder gives them clues and supports them to learn to count and do simple addition.

The childminder uses her good knowledge of children's individual needs to reduce any gaps in their development and to move them on in their learning. For example, she focuses strongly on providing routines and outings that help children to feel emotionally secure and that develop their social skills and confidence to talk.

The childminder has clear expectations for children to behave well. She reminds children to sit down when they stand on the sofa and of the reason why, so that they stay safe. The childminder confidently gains their cooperation during activities and regularly praises their achievements.

The childminder provides numerous activities for children to explore and learn about the world. For instance, children enjoy looking at ducklings on a pond, pick blackberries, which they use and make crumble, and visit a nature reserve, where they watch clouds moving across the sky.

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

- A key strength of the provision is the childminder's positive interaction and communication with children. She consistently responds to the choices they make during their play, which she uses to skilfully extend and challenge their learning. For example, older children eagerly choose to learn to write words and numbers.
- Children are motivated to learn. The childminder adapts her curriculum and activities according to children's individual interests and their age and stage of development. For example, when children make pictures of daffodils using collage materials, she shows and explains how to use the resources and provides additional support for the younger children. Children concentrate well as they follow the childminder's guidance and feel proud as they achieve what they set out to do.
- The childminder supports children to develop the skills they need for starting school. She provides a very positive role model for children, which inspires them to be helpful, polite, kind and caring. Children develop good independence and physical skills. For instance, children learn to dress and undress themselves, and they develop confidence when using resources in parks and at soft-play facilities.
- The childminder supports children's communication and language development

well. She uses children's great interest in listening to stories to ask open questions that encourage them to respond and learn new vocabulary. Children talk about what they see in the pictures of books, for example mushrooms, which they confidently tell the childminder are fungi.

- The childminder successfully builds children's concentration skills. She reinforces children's learning during all activities. The childminder consistently includes all children in activities, gives them time to talk and praises them when they say what they know and understand.
- The childminder supports children to behave well and to understand and talk about their feelings. For example, while listening to a story about a colour monster, children confidently tell the childminder that sharing and being with the other children makes them feel happy. The childminder helps children take turns, such as when they choose books to be read to them and when they turn the pages.
- The childminder works well in partnership with parents to meet children's individual care needs. She communicates with parents daily to discuss children's progress and next steps in learning. For example, she talks with parents during handover times, inviting them to observe the activities and watch their children playing.
- The childminder focuses strongly on her professional development. She completes many additional courses that inspire her to adapt her teaching practice and continually improve outcomes for children overall. For instance, she has successfully developed how she supports all areas of children's learning outdoors. However, the childminder does not use planning and activities to build children's positive sense of identity further, particularly in relation to their own cultures and backgrounds.

## 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 planning and activities to build on children's positive sense of identity.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY347365                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10368194                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 12 March 2019                                                                     |

## Information about this early years setting

The childminder registered in 2007 and lives in Aldershot, Hampshire. The childminder operates all year round, from 8am to 5pm, Monday to Friday. The childminder offers government funded places for children aged from nine months. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The childminder and the inspector completed a learning walk together and discussed the intent of the curriculum.
- The inspector observed activities and the interactions between the childminder and the children.
- The childminder and the inspector completed a joint observation of children taking part in an activity.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector checked the safety of the premises and looked at relevant documentation.

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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