

Childminder report

Inspection date: 16 January 2025

Overall effectiveness**Outstanding**

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy spending time with the childminder in her extremely homely and welcoming home. Their behaviour is exceptional, and the childminder praises them as they share beautifully and wait to take their turn. Children also thank their friends for sharing with them. This helps to create an environment where everybody is respectful and caring.

Children show that they feel extremely safe and secure in the childminder's highly attentive care. They spontaneously cuddle into the childminder and give her hugs, beaming with happiness as they do so. Older children show affection towards younger children by pulling funny faces at them, causing laughter. This demonstrates that they have excellent self-esteem and a sense of belonging.

The childminder provides learning-rich experiences that all children benefit from. They play together in the garden, talking about what animals might come to visit. Children immerse themselves in filling up bird feeders, showing excellent hand-eye coordination. The childminder shows the children mealworms, and they are hesitant to touch them. The childminder explains with excellent detail why the mealworms cannot hurt them and not to worry. Children listen carefully and pick some up and place them in a bird feeder. The childminder enthusiastically praises children, and they are extremely proud. In this way, the childminder helps to develop children's sense of adventure.

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

- The passionate and dedicated childminder works seamlessly with parents to ensure that children receive a curriculum that is ambitious and tailored precisely to their individual needs. Parents receive regular, detailed information on their children's progress through face-to-face meetings and their learning journals. The childminder promotes home learning by providing extremely interesting ideas for activities and play. This helps to provide a consistent approach to children's learning, helping them to reach their full potential.
- Children are exceptionally self-motivated and active learners. They enjoy the outdoor learning environment and have many excellent opportunities to learn about the wider world. For example, children take part in trips, such as to a wildlife park and the beach. Children make excellent progress in their learning and develop exceptional friendships as they meet up with other children. This helps children to develop excellent social skills.
- The dedicated childminder uses every opportunity to engage in conversations with children. As they sit together at lunchtime, she talks to children about the type of foods they are eating. Children delight in talking about their 'rainbow lunches'. They talk about how chocolate is not one of their 'five a day' and is just

for a treat. The childminder skilfully supports children's interests by talking about how chicken and eggs contain protein. Children excitedly chat about how it is important to eat good food to remain healthy. They regularly engage in meaningful interactions and learn about the benefits of leading a healthy lifestyle.

- Children benefit from deep and meaningful interactions with the childminder. Her use of thought-provoking questions helps children to challenge and extend their own learning. For instance, children notice that items in the garden are wet despite it not having rained. The childminder asks children why this may be and skilfully explains that it is dew and how this is formed. Children demonstrate superb concentration skills as they think about this new information and give thoughtful responses.
- The childminder provides children with a vast number of high-quality conversations that prioritise their communication skills. For example, the childminder introduces new words to children, such as 'ratchet'. She then demonstrates how to use the word in context, such as when fixing objects at a tool bench. Children gain a broad vocabulary, and this helps them to become effective communicators.
- Children show positive attitudes to learning and make rapid progress in their development. They gain an excellent understanding of mathematics and use purposeful mathematical language in their play. For example, they use a tape measure to carefully assess how long objects are. They compare the sizes of the objects and describe which ones are 'bigger than' or 'shorter than' others. Children chat together about how the slide is much longer than the seesaw. They demonstrate excellent friendships and interactions.
- The childminder is ambitious and has an exceptional attitude towards her continuous professional development. For example, the childminder's forest school training is being used to greatly enhance fascinating activities for children, such as bark rubbing and firepit making.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY358534
Local authority	Hampshire
Inspection number	10372403
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2007. She lives in Romsey, Hampshire. She operates her service all year round, from 7am to 6pm, Tuesday to Thursday. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector through written testimonials.

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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