

Childminder report

Inspection date: 11 March 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

The childminder welcomes children into her home which has exciting activities to offer. Children happily say goodbye to their parents and join their friends to play. Children demonstrate that they feel safe and secure within the childminder's home. With the childminder's support, children become confident and develop good social skills.

The childminder has high expectations for behaviour. She is quick to remind children to be kind and praises them for taking turns and sharing. Children follow instructions well. When it is time to tidy up, the childminder gives the children small achievable tasks, which they do with ease. Children's behaviour is good, and they follow the routines set out by the childminder.

The childminder provides a curriculum around children's development and themes. For example, children learn about the seasons, bugs, festivals and celebrations. The childminder is very aware of their interests and what they enjoy doing, but also wants to teach them about the world around them. Children enjoy learning and engage in the process. The childminder builds on their knowledge, by using what they have previously learned to further their learning. The childminder knows where the children are in their development and what they need to learn next. She uses this knowledge well to help them prepare for their eventual move to school.

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

- The childminder keeps up to date with relevant training to ensure a high quality of education. For example, she recently attended training on child development, safeguarding and supporting children with English as an additional language. This has supported the childminder to further develop her understanding of how to support children in their learning to ensure they make good progress. The childminder supports any assistants working with her. She uses her knowledge and experience to provide them with information to support their teaching.
- The childminder promotes communication and language development well. She models language and asks questions, allowing time for children to respond. The childminder talks to children about their emotions and helps them to understand why they feel a certain way. She also uses a range of tools, such as books and visual aids. Children manage their emotions well and have the language to explain how they feel.
- The childminder implements activities to build on children's strength. For example, they ride on bikes and push buggies outside. Indoors, children manipulate play dough using a range of one-handed tools, such as rollers and cutters. Children enjoy a range of activities that benefit their physical development.

- The childminder uses a range of strategies to teach mathematics to the children. She uses numbers and colours in her everyday language. For example, children count how many bowls they need for snack and recognise what colour they are. The childminder sings numbers songs with the children, together they use objects and actions to support counting. Children have good understanding of early mathematics.
- Overall, the childminder supports children's personal, social and emotional development well. Children are very sociable and enjoy playing alongside each other. They welcome each other, and the childminder, in to the games they create. All children have their own peg with their picture above it for their belongings. However, on occasions, the childminder does not build on their independence skills to challenge them even further. For example, she asks the older children to get the younger children's water bottles for them. Therefore, not all children have strong independent skills.
- The childminder has good knowledge of special educational needs and/or disabilities. She can identify specific needs and uses a range of approaches to support them. She helps parents to seek support from relevant agencies when necessary. The childminder also knows how to support children with English as an additional language, such as learning specific words in their home language, to support children's basic care needs. This would allow the childminder to support that child's basic needs. All children are progressing well in their development.
- The childminder promotes a healthy lifestyle. She gives the children a range of fruits for snack and talks to them about healthy eating. She also ensure they do regular exercise outdoors. For example, the childminder takes children on walks to the local nature reserve or park. Children confidently follow hygiene routines. They know to wash their hands before eating and they all clean their faces when they have finished.
- Parent partnership is very strong. Most of the families have used the childminder previously to care for their children's older siblings. Parents praise the childminder for preparing children for the transition to school. They explain how their children are fully prepared for the process. Parents watch their children thrive in her care and say that their children can now overcome difficult situations with ease. Parents express how happy their children are.

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:

- enhance the support for children to develop their independence skills.

Setting details

Unique reference number	EY362739
Local authority	Hampshire
Inspection number	10380518
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 4
Total number of places	12
Number of children on roll	12
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2007. She lives in Waterlooville, Hampshire. The childminder works with an assistant. The childminder operates her service Monday to Friday from 7.15am to 6pm, all year round, and receives funding for the provision of free education for children aged nine months to four years. The childminder holds a relevant childcare qualification at level 6.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- 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 spoke to parents and children about the service provided by the childminder.
- 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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