

Childminder report

Inspection date:

28 August 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder creates a warm and caring environment, where children are settled and content. She provides familiar routines and opportunities for children to make choices in their play. The childminder provides a broad range of activities linked to their interests. However, she does not consistently use her assessments of children's learning to plan activities that build on what children can already do. For example, children show initial excitement and a keenness to take part in an activity that involves colourful spaghetti. However, the provider is unclear on what she intends the children to learn from this. As a result, her interactions do not focus on helping children learn new skills and children's interest wanes quickly.

The childminder has suitable expectations for children's behaviour. She models turn-taking and supports children appropriately as they learn to share toys and follow instructions. However, due to the lack of challenge in activities, children have fewer opportunities to persevere at tasks they find difficult, in order to develop their resilience. This impacts on their attitudes towards learning and their readiness for school.

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

- Since the previous inspection, the childminder has improved her safeguarding knowledge and practice. She demonstrates greater confidence in recognising the signs of abuse and knows how to report concerns. However, weaknesses remain in how the childminder plans for children's learning. She does not consistently use her observations and assessments to shape activities so that they are tailored to meet the individual needs of children. As a result, children's progress is not as strong as it could be.
- The childminder suitably supports children's communication and language. She talks to children during play and asks questions linked to what they are doing. However, weaknesses in planning impact on the success with which children learn new vocabulary. At times, the childminder's questions are misplaced and do not support children to make links with their existing knowledge and understanding. Despite this, children enjoy listening to stories and singing along to popular rhymes. At these times, they gain good support and show increased interest in joining in.
- The childminder successfully promotes children's understanding of leading healthy lifestyles. She follows familiar routines, such as handwashing before mealtimes, and children enjoy a healthy range of snacks and meals. The childminder supports children with toilet training, encouraging independence in self-care routines well. Children show confidence when putting on their shoes before outdoor play and take responsibility for simple tasks, such as tidying away the toys.

- The childminder ensures good supervision of children, including at mealtimes. She effectively minimises risks in the home, including those relating to family pets. The childminder ensures the spaces children access are well maintained and resources are accessible for children to choose from and lead their own play.
- Children enjoy being active outdoors, for example they jump and chase bubbles in the garden. They benefit from trips to the park with their friends and to feed the ducks. The childminder supports children to manage their own safety, such as through reminders about road safety and guidance on how to use equipment safely.
- The childminder provides good opportunities for children to express their ideas through a range of planned and self-chosen arts and crafts activities. Children use their imagination well, creatively arranging handprints in paint and making patterns. They enjoy sculpting play dough into shapes and show increasing skill as they make attempts to write their own names.
- The childminder has established suitable partnerships with parents. She offers a flexible service that allows for children's full entitlement to funding. Parents are provided with information on their child's progress, such as through the provision of a written progress check for children aged two and over, as required. The childminder has a suitable regard for the needs of the families she cares for and works with them to ensure continuity of care.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
strengthen the delivery of the curriculum to ensure all children consistently benefit from high-quality teaching and adult interactions	30/10/2025
focus the curriculum intent more sharply on the individual needs of the children, so learning opportunities build on what the children know and can do already.	30/10/2025

Setting details

Unique reference number	EY365349
Local authority	Hampshire
Inspection number	10397364
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 March 2025

Information about this early years setting

The childminder registered in 2008. She lives in Aldershot, Hampshire. The childminder offers her service from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides government funded early years places for children aged nine months to five years.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector toured the premises and talked to the childminder about risk assessments.

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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