

Childminder report

Inspection date: 2 June 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 provides a warm and welcoming environment where children feel safe, valued, and secure. As a result, children are happy, settled, and demonstrate strong emotional attachments to the childminder and each other. Older children show empathy and kindness, often offering support to younger children. For example, giving them a hug during play. These positive relationships support their emotional well-being and help them to develop confidence and resilience. Children feel comfortable expressing themselves and are encouraged to make choices in their play. They move around the setting with ease, confidently exploring the environment and engaging with a range of stimulating resources that promote curiosity and independence.

Children benefit from an ambitious and engaging curriculum that supports their curiosity and enthusiasm for learning. The childminder tailors activities to reflect children's individual interests, such as a strong fascination with nature. For example, children learn about life cycles through hands-on experiences, including observing and caring for caterpillars as they transform into butterflies. These meaningful opportunities help children develop their understanding of the natural world while promoting skills such as observation, empathy, and responsibility. The childminder skilfully extends children's learning through thoughtful discussion and questioning, which supports children to make good progress. For example, during an activity involving a cake-shaped puzzle, she encourages children to explore concepts of quantity by asking open-ended questions and using mathematical language. This approach helps children develop early numeracy skills in meaningful and engaging content.

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

- The childminder plans a broad and exciting curriculum that captures children's interests and builds on what they know and can do. When children first start, she gathers detailed information from parents to establish clear starting points. She combines this with her own careful observations to assess children's development and plan meaningful next steps in their learning. However, on occasion, planned activities are not fully adapted to suit the ages and development stages of all children. As a result, some younger children do not always remain engaged or benefit fully from the learning opportunities.
- The childminder is committed to improving her knowledge and understanding of early years practice. She attends all mandatory training to ensure her safeguarding and childcare knowledge remains up to date. In addition, she regularly meets with other local childminders to share ideas, reflect on her practice, and gain new insights. This helps her to stay informed about current guidance and continuously develop the quality of care and education she

provides.

- The childminder effectively supports children's developing independence. She encourages them to carry out tasks for themselves, such as collecting and putting on their shoes, washing their hands and using tissues to wipe their noses. These everyday routines are used as valuable learning opportunities, helping children to build confidence, take responsibility, and develop self-care skills.
- Overall, children behave well and respond positively to the childminder's calm and consistent approach. She teaches them to share, take turns and consider the feelings of others. As a result, children are developing positive social skills and strong relationships. However, on occasion, some children throw toys, and this behaviour is not always addressed consistently. This means that children do not always receive clear guidance about boundaries and expectations, which impacts on their understanding of appropriate behaviour.
- The childminder is committed to supporting children's communication and language development. She regularly engages children in meaningful conversations and provides a language rich environment, where children are encouraged to express themselves. During activities, such as story time, she invites them to join in with familiar words and phrases. For example, at key times in the story, they excitedly shout, "go away bird". These opportunities help to build their confidence and extend their vocabulary.
- The childminder supports children's physical development in a variety of engaging ways. For example, during the morning song, they are encouraged to clap their hands, stomp their feet, and spin around. These activities help children to develop coordination, balance, and gross motor skills in a fun and interactive manner.
- Partnerships with parents are strong. The childminder establishes open and trusting relationships with families and ensures they are well-informed about their child's experiences and progress. She shares regular updates through daily discussions and written communication, helping parents to feel involved in their child's learning. Parents speak positively about the care their children receive. This effective partnership supports continuity between home and setting, contributing to positive outcomes for children.

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:

- adapt planned activities more precisely to suit the developmental stages of all children
- ensure children receive clear and consistent messages about expectations and boundaries.

Setting details

Unique reference number	EY386191
Local authority	Hampshire
Inspection number	10398296
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in Andover, Hampshire. She operates all year round from 8am to 5pm, Monday to Thursday, except for family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded places for childcare. She occasionally works with an assistant.

Information about this inspection

Inspector
Loretta Murphy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.

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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