

Childminder report

Inspection date: 19 February 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

Children feel at very at ease with the childminder and they are happy and settled in her care. They form positive relationships with the childminder and each other. Children confidently interact with the childminder and initiate discussions with her. They engage in their play and learning enthusiastically. Children make choices from the toys and resources and concentrate well during activities. The childminder encourages and guides children carefully, such as when supporting them to keep on trying when they find things difficult.

The childminder promotes children's independence and self-care skills effectively. Children find their belongings and learn to do things for themselves, including putting on and taking off their own coats and learning to change their footwear. They demonstrate knowledge of the importance of taking care of their bodies, such as washing their hands to get rid of germs.

The childminder knows the individual children very well and their learning needs securely. She promotes their next steps in learning consistently and helps children to practise and build on their knowledge and skills. Overall, the childminder provides effective teaching and support to children. The childminder promotes children's understanding of being fair and their awareness of safe and appropriate behaviours securely. Children gain skills to help them negotiate with others and which help them to explain their feelings.

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

- The childminder builds on her own skills and knowledge, such as through training. For example, she identifies that training has refreshed her understanding of teaching mathematics. She uses this knowledge effectively to support children's next steps in learning. For instance, children counted and recognised numbers on lampposts when out on their walk and later played a game that included counting. The childminder demonstrated effective teaching to help challenge children to recall their previous learning. For example, children put numbers in order and identified when a number was missing.
- The childminder promotes consistent behaviour expectations for children. For instance, she explains about good manners when eating. Children routinely use good manners, such as saying please and thank you. Children consider other's needs and agree decisions together with the childminder's support. The childminder engages children in activities that help them to practise taking turns. She warmly praises and encourages children, which builds their self-esteem and confidence effectively.
- Overall, the childminder adapts activities suitably to include all ages of children together and she encourages the older children to help younger ones.

Sometimes, the childminder does not fully consider children's different ages and stages during some activities, to enhance the support for their learning further.

- The childminder follows children's interests well. For example, she explored the sounds children heard and what they saw when out walking. Overall, the childminder engages children in consistently good-quality discussions and helps them to remember and talk about their past experiences. At times, she does not provide more detailed information to help extend children's knowledge and understanding further.
- The childminder promotes children's independence effectively. Children gain confidence in managing their own care needs, such as visiting the toilet by themselves. The childminder helps children to recognise their needs. For instance, she asked children questions about their boots to help them to identify if these were on the right feet. The childminder provides equipment that helps children do things for themselves. For example, children balanced and concentrated when they used a boot jack to remove their own boots.
- The childminder provides activities that help children to develop their physical skills effectively. For example, children developed their small physical skills when they made monsters and flowers from construction resources. Children benefit from plenty of physical activity. They learn to manage appropriate risks, such as when running down slopes. Children gain a good awareness of features in their local area and recall these during discussions. They actively practise road safety procedures and securely understand about how to cross the roads safely.
- The childminder is proactive in promoting effective partnership working with parents and new settings children are due to attend. She has ongoing two-way communication with parents, which helps to meet children's needs consistently. She offers suggestions to parents to help support children's learning at home.

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:

- take steps to more consistently support the different ages and stages of children during activities together, to support their learning further
- extend explanations and discussions with children, to help build on their knowledge and understanding even further.

Setting details

Unique reference number	EY408741
Local authority	Hampshire
Inspection number	10380628
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Basingstoke, Hampshire. She provides childminding Monday to Friday from 7.30am to 6.30pm, all year round. The childminder accepts the government childcare funding. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- The inspector observed the interactions between the childminder and children, activities and daily routines during the inspection. The inspector evaluated the impact of these on children's learning.
- Some parents provided written feedback to offer their views about the childminder's service and their children's time there.
- Children chatted to the inspector and interacted with her during the inspection.
- The childminder and inspector held some discussions during the inspection.
- A sample of documentation was reviewed as part of the inspection process.

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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