

Childminder

Unique reference number (URN): EY412978

Registered with Ofsted: 17/09/2010

Registers: EYR, CCR, VCR

Inspection report: 21 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention

Behaviour, attitudes and establishing routines

Needs attention 

The childminder does not consider the individual needs and ages and stages of development when supporting children's understanding of their behaviour and how to manage their feelings. For example, the childminder provides inconsistent approaches to managing children's behaviour when there are minor conflicts, such as over toys. This does not help children to develop a good understanding of the expectations of their behaviour.

The childminder has made some improvements since the last inspection. There is now a positive environment and a warm and caring bond between the childminder and the children. The childminder has worked hard to ensure that she is now providing an emotionally supportive environment for children. She ensures that she regularly and explicitly praises children for their efforts, including for persevering when they find things tricky. For example, when they try to open the play dough containers. The childminder understands the importance of attendance and working with parents to ensure children attend regularly.

Children's welfare and wellbeing

Needs attention 

The childminder does not consistently teach children how to recognise, express and manage their emotions. The childminder recognises that she needs to ensure children are safe while they are eating. However, she does not demonstrate a secure understanding of the safer eating requirements in the early years statutory framework because she insists children eat their lunch in silence, which is not a requirement. The childminder does not use this as an opportunity to develop children's social or language skills.

The childminder has worked to ensure that there have been some improvements since the last inspection. For example, children demonstrate that they feel safe and secure in the welcoming space. They show that they have good relationships with the childminder. The childminder manages children's personal hygiene needs well and this includes ensuring children have privacy during toileting. The childminder teaches children about how to keep their teeth healthy and how drinking water keeps them healthy.

Inclusion

Needs attention 

The childminder's knowledge of children's needs and progress is not yet secure and she is often overambitious in her understanding of what children know and can do. This means she is not able to accurately assess any additional support that children may need. The childminder does not use additional funding to specifically support the needs of individual children. For example, she uses additional funding to fund generic costs, such as car parking and snacks. This, therefore, does not help to reduce potential barriers to children's learning. The childminder does not fully support children who speak English as an additional language as not enough consideration is given to supporting their home culture and language. The childminder explains that she knows how to seek additional advice from other professionals if she felt it was needed to reduce barriers to children's learning. She recognises that she would need to complete further training to support children with specific needs, such as special educational needs and/or disabilities, if asked to care for these children.

Urgent improvement

Achievement

Urgent improvement 

The childminder has a poor understanding of the children's stages of development. She is often overambitious in her expectations of children's progress. This means she does not identify where there are gaps in children's learning and does not act to reduce these gaps in development. As a result, children are not well prepared for their next stage of learning and development. For example, the childminder does not ensure specific support for children's communication and language skills as she is not accurate in her assessments of children's progress in this area.

Curriculum and teaching

Urgent improvement 

The childminder does not provide children with a broad curriculum that supports their individual learning needs. Her aims for learning are not clear and are not sequenced. The childminder does not have a good understanding of the quality of the curriculum and teaching. She has not taken steps following the previous inspection to meet the previous actions in regard to improving her curriculum and teaching.

The curriculum does not prioritise children's personal, social and emotional development. For example, the childminder does not teach children how to deal with minor conflicts consistently. Although, the childminder has completed the required progress checks at age 2, these do not provide an accurate assessment of children's progress and next steps. As a result, the childminder cannot accurately tailor her teaching to children's different starting points and stages of development. The childminder does not have a clear understanding of what children know and can do and how to build on this further. The childminder does try and support children's language development through modelling vocabulary and repetition. However, she does not purposefully engage children in activities to develop their language

skills. This does not support children in making good progress with their communication and language.

The curriculum does not promote equality and diversity. For example, not enough consideration is given to children who speak English as an additional language and how to include aspects of their culture within the setting. The childminder's teaching does not consistently provide children with high-quality purposeful interactions designed to support their development. During planned interactions, the childminder is able to engage and extend children's learning. However, during child-initiated activities, the childminder reverts to intensive questioning that does not engage children in meaningful learning experiences.

Leadership and governance

Urgent improvement 

The childminder does not have a secure understanding of the strengths and weaknesses of the setting. For example, she has not met the learning and development requirements from the last inspection and has not identified these as an area for improvement. This means children are not benefiting from an ambitious curriculum that meets their specific needs. The childminder undertakes professional development regularly through online courses. However, these are not having an impact on the childminder's practice and have not improved her teaching or understanding of the curriculum. The childminder, however, has developed her partnerships with parents to ensure a two-way flow of information.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

There has been limited change in regard to the childminder meeting children's learning and development needs since the last inspection. Although children engage in a range of activities, these are not consistently or purposefully planned to support their learning or enjoyment. The childminder does not accurately assess children's progress as she overestimates children's abilities. This means she does not recognise and act on any gaps in children's learning and development to ensure that children receive the support they need. As a result, the childminder does not build on what children know and can do in each area of learning. Her curriculum does not offer a breadth of learning across the 7 areas of learning. The childminder does not understand how to use additional funding appropriately to meet the needs of individual children. The childminder is not consistent in her approach to managing behaviour. This means children do not understand and learn what the expectations for their behaviour are. The childminder does not give enough consideration to including children's home culture and language within the setting.

There have been some improvements since the last inspection in regard to providing an emotionally supportive environment. Children demonstrate that they feel safe and secure. The childminder frequently praises children to build on their confidence, resilience and self-esteem. She encourages children to have a go when they find things difficult and praises their efforts, such as when they try to thread beads on to lace. Children develop their fine motor skills through activities, such as puzzles and playing with play dough.

Next steps

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
undertake professional development opportunities to improve the quality of teaching and implement what you learn into practice to effectively support children's learning and development across all areas of learning	01/01/2026
use assessments effectively to identify what children know and need to learn next and use this assessment to inform the curriculum to ensure that children make progress in their learning and development	01/01/2026
design and implement a curriculum that supports children's communication and language development, and considers children's home cultures and language	01/01/2026
implement effective behaviour management strategies that consistently support children to learn how to regulate their behaviour and manage and express their emotions	01/01/2026

About this inspection

The inspector spoke with the childminder and children during the inspection.

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.

Inspector:
Natasha Jarvis

About this setting

Unique reference number (URN): EY412978

Type: Childminder

Registration date: 17/09/2010

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 17:00

Local authority: Hampshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 21 November 2025

Children numbers

Age range of children at the time of inspection

2 to 3

Total number of places

6

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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