

Childminder report

Inspection date: 31 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a nurturing environment. She has high expectations for all children from an early age. For example, young children eagerly arrive and know to take off their shoes and where to place their lunch boxes. The children enjoy greeting their friends and settle quickly into the familiar daily routine. The childminder uses these everyday interactions to build on children's understanding of the world and for children to develop a growing understanding of how to keep themselves and others safe and healthy. For instance, children are taught the reason that their lunch boxes are checked for ice packs in the heat is to keep the food cool and themselves safe from germs which may upset their stomachs, or that their parents may have cut their grapes in half to reduce the risk of them choking.

The childminder's programme for learning has a sharp focus on promoting children's social, emotional and communication and language skills. Books and stories are at the heart of children's play. For example, older children sit and read 'The Gruffalo' to younger children and recall going to pick blackberries to make Gruffalo crumble. The childminder calmly talks to children about using 'gentle hands'. She skilfully guides them when they get frustrated, such as when they are learning to use the indoor slide. Children behave well given their young age and stage of development. They enthusiastically engage in play, show good levels of concentration and are making good progress in their learning.

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

- The childminder has a good understanding of what she wants children to learn and how to incorporate their unique interests within the curriculum she provides. She plans a wide range of local outings around the learning she offers at home. Children regularly visit the local library and attend singing and rhyme time sessions. This encourages the children to listen well and to develop their early literacy skills.
- The childminder promotes children's positive behaviour well. She is a good role model and is kind and respectful in her interactions with children. Children enjoy being with the childminder, and she is attentive to their individual needs. She knows the children well and has a strong bond with them all. This helps all children, including the youngest, to become confident and feel happy and safe in her care.
- Children are keen to play with the resources available. However, the current organisation of the environment limits the range of learning and play experiences that are available. This is particularly the case during care routines such as mealtimes and sleep times, as these activities dominate the floor space and impact those children choosing not to sleep or who are not having breakfast or snack. This interrupts some children's play and learning.

- The childminder makes good use of daily routines to teach children to use the toilet and dress and undress themselves. She teaches children where to find tissues and facecloths and to frequently wash their hands during the day. This supports children's self-care and independence, preparing them well for their transition to pre-school.
- Children develop positive attitudes to learning. They concentrate well and develop good listening and attention skills when activities interest them. For instance, the childminder helps children guess the names of animals and the sounds each animal will make. They take turns to match pictures of animals on their board as they play together. Children learn how to take turns and wait for their friends to guess as they cooperate well.
- The childminder works hard to develop strong, trusting bonds with parents and is keen to put their minds at ease if their children are new or unsettled due to common developmental milestones such as teething. She sends pictures soon after parents have dropped off their crying babies to reassure them that they are happy and settled playing with their friends. This is reflected in the very positive way parents speak about the level of care and education that their children receive. They say the childminder is kind and caring and takes the time to get to know their children. They are able to share examples of the good progress that their children have made in the short time that they have been attending the setting and particularly notice the difference that the childminder's curriculum has had on their children's social skills and communication and language development.
- The childminder demonstrates a genuine enjoyment of her work. She is committed to her ongoing professional development. She meets with other childminders to share good practice ideas and seeks training above and beyond mandatory requirements, such as in Makaton and upcoming changes to legislation, to broaden her teaching skills and ensure the continued improvement of her professional practice.

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:

- review the learning environment to ensure that children have the space they require to fully explore their own ideas and lead their own learning, paying particular attention to the arrangements for those children who choose not to sleep.

Setting details

Unique reference number	EY430931
Local authority	Hampshire
Inspection number	10405026
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	9
Date of previous inspection	5 February 2020

Information about this early years setting

The childminder registered in 2011 and lives in Farnborough, Hampshire. She provides care for children Monday to Friday from 7.30am to 5.30pm, all year round except for family holidays and public holidays. She provides funded early years education for children aged from birth up to four years. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to several 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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