

# Childminder report

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Inspection date:

25 November 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are exceptionally calm and settled in the childminder's home-from-home setting. Babies smile and giggle with joy. They show excitement as the childminder plays games such as peekaboo with them. Children build close bonds with the childminder. They gladly go to her for cuddles and reassurance. Children feel safe and secure.

The childminder provides children with a wealth of experiences out in the local area. Together, they visit different nature walks, parks and community facilities. The childminder uses daily routines to build on what she wants children to know next. For example, she encourages children to recognise different numbers when they are out in the community. They stop and discuss the numbers they see to consolidate their understanding further. Through these experiences, children's progress is supported well.

Children learn about the importance of playing kindly together. The childminder provides children with clear expectations and rules. This supports children to understand the impact of their actions on others. Children learn how to build respect for their peers during play. This promotes children's ability to build strong and meaningful relationships.

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

- Babies receive a high level of support for their developing communication. The childminder uses frequent opportunities to provide them with age-appropriate vocabulary. For example, when she reads books, she clearly points to the animals and repeats the name of each one. Furthermore, the childminder provides plenty of encouragement for simple sounds. She imitates noises, which babies gladly repeat. Language skills are supported consistently.
- The childminder understands the different areas of learning clearly. She uses assessment effectively to support her in identifying any gaps in children's knowledge or understanding. For example, she focuses on developing older children's skills in readiness for their move to school. The childminder recognises the importance of increasing children's ability to do tasks for themselves. She works with parents to encourage children to learn to put on their own coats and shoes. Through this, children's growing independence skills are promoted.
- Children's love of reading is increased. The childminder regularly takes children to the local library. They explore books together and join in with group rhyming activities. The childminder increases children's interest in print. She provides a wide variety of texts for children to access freely. Furthermore, the childminder uses opportunities to teach young children different nursery rhymes. This supports the development of children's early literacy skills.

- The childminder engages children in activities. She enthusiastically encourages children to try hard by modelling how to play with resources. For example, she provides exciting shape sorting activities for children to explore. The childminder increases interest in the game by talking about the colours and tapping the shapes together to make a noise. Children develop positive attitudes to learning and are busy in their play.
- Care routines are carried out in a highly respectful manner. The childminder asks babies if she can change their nappy. Throughout the experience, she talks sensitively with them and explains what she is doing. This supports babies emotional security as they begin to learn about personal care.
- The childminder supports children to learn about similarities between themselves and others. She also provides them with experiences in the local area so they can learn more about the community in which they live. However, the childminder does not regularly plan learning opportunities to increase children's understanding of communities and cultures beyond their own. Therefore, children's knowledge about diversity and life in modern Britain is not consistently extended.
- Parents feel involved in their child's time with the childminder. Where older children attend before and after school, parents explain their children's well-being is consistently supported. The childminder also develops effective partnerships with other settings that children attend. This supports a shared approach to children's learning.

## **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:**

- promote equality and diversity more consistently throughout the setting to prepare children for living in modern Britain.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY472964                                                                          |
| <b>Local authority</b>                             | Hampshire                                                                         |
| <b>Inspection number</b>                           | 10360005                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 3 December 2018                                                                   |

## Information about this early years setting

The childminder registered in 2014 and lives in Ringwood, Hampshire. She operates for most of the year from 7.15am to 5.30pm, Monday to Thursday. The childminder offers government funded early education to eligible children between the ages of 9 months and 4 years.

## Information about this inspection

### Inspector

Nicola Houston

### 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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