

# Childminder report

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Inspection date: 13 May 2025

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<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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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 inadequate**

Children's safety in the care of the childminder is not assured. The childminder has a weak understanding of the statutory framework for the early years foundation stage (EYFS). She has not informed Ofsted about people who are in regular contact with children. This means Ofsted has been unable to carry out the necessary checks to ensure the suitability of all adults living on the premises. The childminder has a limited understanding of her role to promote children's welfare and what actions to take if there are any safeguarding concerns. This impacts children's well-being.

The childminder has not kept her understanding of how to deliver an ambitious curriculum up to date. She does not have sufficient knowledge and understanding of how to provide a curriculum, that is tailored to what all children need to learn or know next. For example, the childminder does not provide the youngest children with opportunities to support their physical development. Children do not develop the positive attitudes to learning they are capable of. This is because they are not consistently offered interesting or engaging activities to stimulate their curiosity for learning. For example, the childminder provides older children with some planned activities during the day. However, she does not provide opportunities for younger children to take part in similar activities. This impacts children's learning and development.

Despite this, the childminder has built warm relationships with children, who are settled in her care. For example, children seek reassurance from her and cuddle up to her when they want to be comforted. The childminder is calm and patient and sensitively reinforces positive behaviour. For example, she helps the children learn how to share and take turns when playing with the train track. Furthermore, the childminder encourages children to be considerate of their friends and show kindness towards each other.

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

- The childminder does not have a clear understanding of the safeguarding and welfare requirements. She has not provided information to Ofsted to ensure that all household members have been vetted as required. This does not assure children's safety.
- Although the childminder has attended safeguarding training, she does not have sufficient knowledge and understanding of signs and symptoms of abuse. She is not aware of the local safeguarding partnership procedures or the roles of relevant agencies. Furthermore, the childminder does not implement a safeguarding policy relating to the EYFS or local safeguarding partnership procedures. This compromises children's safety.

- The childminder attends mandatory training, such as paediatric first aid. However, she does not engage with other professional development opportunities to ensure she has a secure understanding of the EYFS. For instance, the childminder has a limited understanding of how to plan activities to support children to make progress with their next steps in learning.
- Weaknesses in the childminder's curriculum design and delivery means she does not provide appropriately targeted teaching, based on what children need to learn next. Although she makes assessments of children's progress, she does not use these assessments effectively to plan activities to support all children's development. The childminder focuses on providing activities that most children will enjoy. However, the teaching and support children receive during these times does not challenge them in ways that enable them to build on their existing skills. At times, the childminder provides activities for older children but leaves the youngest to amuse themselves as the activities are not stage and age-appropriate for them. For example, while older children take part in creative activities, the childminder leaves younger children to crawl around the floor or sits them on her lap. This does not support all children to make progress.
- Children spend lots of time outdoors. For instance, they go on daily walks and have regular visits to the park, river and zoo. The childminder helps children explore. For example, when on a walk she talks to the older children about the plants, flowers and wild rabbits that they see. However, the childminder does not adapt the activity to meet the youngest children's learning needs. This does not support all children to learn about the wider world.
- The childminder supports children's communication and language development well, most of the time. For instance, she talks to the children, modelling vocabulary and asking questions to promote conversation. Older children enjoy choosing books for the childminder to read. However, the childminder does not recognise that some books are not age and stage appropriate, and children become restless and disengaged in the story. This does not support children's attitudes to learning.
- The childminder teaches children to develop an understanding of how they can keep themselves safe. For example, when out on a walk she helps them to identify challenges, such as stinging nettles. Furthermore, the childminder teaches children about road safety. For instance, they learn to 'look and listen' for cars when they cross the road.
- The childminder spends time getting to know the children. She gathers information about them, such as routines and their likes and dislikes. The childminder shares information with parents about their children's day. She works with parents and other settings children attend. This helps to support consistency in children's learning and development.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure safeguarding policies and procedures are in line with the statutory requirements of the EYFS and the local safeguarding partnership procedures	09/06/2025
develop a secure knowledge of safeguarding to understand how to identify and respond to safeguarding concerns appropriately	09/06/2025
provide Ofsted with the relevant information about any persons living on the premises, so that the required suitability checks can be completed	09/06/2025
develop skills, knowledge and understanding of how to plan and deliver an ambitious curriculum that ensures all children experience consistent good-quality education.	09/06/2025

## Setting details

<b>Unique reference number</b>	111996
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10388680
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 July 2019

## Information about this early years setting

The childminder registered in 1992. She lives in Winchester, Hampshire. The childminder operates between 7.30am to 6pm, Monday to Friday, all year round. She provides funded early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Nicole Atkinson

### Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector and the childminder carried out a joint observation of an activity.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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