

Childminder report

Inspection date:

15 September 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 are happy in the care of the warm and welcoming childminder. They spontaneously run over to her for a cuddle, smiling as they do so. Children enjoy their time with the childminder and clearly feel secure in her care. The childminder talks to children kindly and happily joins in with their ideas. For instance, she joins in with children who are singing and dancing to a familiar song, causing great laughter. This helps to develop their self-esteem and self-confidence as a result of the support they receive from the childminder.

Children benefit from an interesting curriculum, based around promoting children's confidence and independence. The childminder knows each child well and uses this knowledge to support their ongoing development and next steps. The childminder supports older children well to prepare them for their transition to school.

The childminder has high expectations for children's behaviour. She is a positive role model who treats children with respect and encourages good manners. For instance, when children sneeze, she says, 'Bless you.' Older children support younger children well. For instance, they pick up paint pens that have been dropped on the floor and pass them back to the younger children. The childminder praises children for their efforts. This helps children to develop good friendships.

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

- The experienced childminder uses her knowledge of child development to plan an interesting curriculum for all children. She observes them to assess any gaps in their learning. The childminder then plans targeted activities to help close these gaps, based on children's interests. For example, children enjoy selecting their own coloured paint to use to decorate their 'fish bowls'. They put paint on their hands and rub them together to explore colour mixing. The childminder then encourages children to predict what colour they will make and praises them when they guess correctly.
- The childminder places a high emphasis on helping children to develop their communication and language skills. She introduces new vocabulary when singing songs and reading books to children. The childminder listens carefully when children speak and models the pronunciation of words, addressing any mispronunciation sensitively. However, background noise from the television occasionally distracts children, particularly during focused activities. This reduces their ability to fully concentrate and make the most of these learning opportunities.
- The childminder promotes children's love of books and reading. Children choose from a variety of books that reflect their interests. For example, children ask the childminder to read a book about Christmas. They notice a picture of a dragon in

the book and immediately use their imaginations to pretend to be dragons, running around the room and roaring. The childminder laughs and roars back at them, causing laughter. Children say that the childminder is 'so funny', demonstrating close relationships.

- The childminder takes children on a variety of outings to help support their physical development and well-being. For instance, children go to visit residents in a local care home and explore with different ways of moving in the forest. Children have the opportunity to meet others in the community and explore their similarities and differences between themselves and others. This helps them to understand that everyone is different and helps to develop their social skills.
- The childminder helps children to recognise the importance of healthy lifestyles. She praises children as they independently clean paint off of their hands. Children respond well and hold their hands up in the air as they say they are 'nice and clean'. The childminder talks to children about healthy lunch boxes and the benefits of eating healthy food. This helps children to develop their understanding of the effects of healthy eating on their bodies.
- The childminder regularly evaluates her provision and welcomes the views of parents to ensure that the setting is meeting the needs of all children. She values positive relationships with parents and communicates well with them. Parents report that they are very happy with the care their children receive and feel the childminder supports children well. However, the childminder does not yet provide parents with ideas for home learning to complement their children's current learning needs. This does not fully 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:

- strengthen children's developing ability to concentrate fully by minimising background distractions, such as the television
- enhance opportunities to develop children's home learning to further meet their learning needs.

Setting details

Unique reference number	110932
Local authority	Hampshire
Inspection number	10407545
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Gosport, Hampshire. She operates from 7.45am to 5pm, Monday to Thursday, all year round. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder discussed with the inspector how she organises her early years provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector around the setting and discussed how she ensures that it is safe and suitable.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector took account of the views of parents via written testimonials.
- 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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