

Childminder report

Inspection date: 24 June 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 and enjoy spending time chatting with their friends and playing together. The childminder provides a welcoming environment where children are familiar with the routine and feel comfortable and secure. The childminder provides a curriculum that is varied and keeps children engaged. Children have a positive attitude towards learning and are involved in deciding what resources to buy and where to go. The childminder chats with the children, using open-ended questions to find out about their interests and what they enjoy doing. This makes children feel included and valued.

Children know the behaviour expectations of the setting and behave well. The childminder praises children when they help to pack away or if they are kind to their friends. This means children are developing their confidence and a positive sense of self.

Children enjoy walking to different places in the local community. For example, the childminder takes them to the park, the library and local activity groups. This supports children's physical development and gives them a sense of belonging.

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

- The childminder knows children well and uses her knowledge to plan activities that are enjoyable and fun. Children are taught about the importance of looking after the environment. For example, children use litter pickers to collect rubbish on their way to the park. This teaches them how to care for the world around them.
- The childminder uses children's current abilities to move their learning forward. However, there are times when she does not challenge older children as much as she could to encourage their further progress. This means that, sometimes, these children are not progressing to the next stage of their learning in a timely manner.
- The childminder teaches children about the importance of fundamental British values. For example, she teaches children to use 'kind hands' and be respectful of one another.
- The childminder has developed positive relationships with parents and works hard to ensure they feel supported and able to approach her with any feedback or support they might need. This means the care children are receiving is consistent, both at home and in the setting.
- The childminder supports children to learn about good hygiene practices. For example, she teaches children to wash their hands after using the bathroom and before handling food.
- The childminder teaches children about healthy eating and how this keeps them

well. For example, she utilises props, such as figures from 'The Very Hungry Caterpillar', to enhance children's involvement in storytelling. They excitedly join in and use props to feed the very hungry caterpillar. Children enjoy telling the childminder about the fruit they like to eat at home. This provides an opportunity for children to share experiences with their friends and begin to understand about their bodies.

- The childminder teaches children to keep themselves safe. During outings, children are taught to cross the road with support and to look for cars and other dangers. Children are also taught to be respectful towards dogs and to ask the owner's permission before stroking their dog. This means children are learning to assess risks in different situations and are starting to learn about things in their environment that may cause them harm.
- The childminder keeps her knowledge up to date by reading and attending training sessions. She regularly meets with other local childminders to share best practice and resources and access support when needed.

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:

- provide further challenge for older children to extend their learning and make even more progress.

Setting details

Unique reference number	150854
Local authority	Hampshire
Inspection number	10399093
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 1998 and lives in Eastleigh, Hampshire. The childminder provides care Monday to Thursday from 8.30am to 5.30pm, and school drop-off and pick-up on Friday. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Lucy Short

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale of their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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