

Childminder report

Inspection date: 19 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 demonstrate that they have good emotional attachments to the warm and welcoming childminder. They spontaneously run up to her and leap onto her lap, laughing as they do so. The childminder shows genuine warmth towards children as she cuddles them and jokes around with them. This support from the childminder helps children to develop their self-esteem and a sense of belonging.

The childminder provides an ambitious curriculum that focuses on children being confident, sociable and having good self-care skills. She plans interesting activities that help children to meet their full potential, and for older children to be ready for school. For example, children look at toy dinosaurs and match them to those they see in a book. Children concentrate well as they enthusiastically name the dinosaurs and giggle together as they 'roar' to their friends. The childminder praises the children and tells them she is proud of their achievements. Consequently, children enjoy learning and show good levels of curiosity.

The childminder has high expectations for all children. She is a positive role model and supports them to develop good manners. For instance, when young children notice that a screw is a little loose on a set of plastic teeth, older children say they will 'tighten it up'. This helps children develop good friendships.

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

- The childminder works closely with children's families to gather information about children's prior learning and development. She uses observations and assessment of learning to track children's progress and identify what they need to learn next. She offers a well-sequenced curriculum based on her understanding of children's individual stages of development. Children make good progress as a result.
- The childminder knows how to weave mathematics into fun, daily activities. She helps children to use mathematical language in their play. For example, children balance items in a bowl on their heads. The childminder asks children to say whether the items are 'heavy' or 'light'. Children give their responses and then ask the childminder to time how long it takes them to walk from one side of the room to the other. This helps children to embed early mathematics skills.
- The childminder supports children's communication and language skills well. She talks to children about what they are doing and shows genuine interest. The childminder introduces new words to extend their vocabulary, such as 'prehistoric'. Children display good friendships as they listen together with interest to familiar stories. They repeat key phrases and show interest in the pictures. However, occasionally the childminder asks children questions but does not allow them ample time to think and respond. This does not fully support

their developing language skills.

- The childminder encourages children's independence skills. For example, she asks them to help her prepare snack. Children walk to the bathroom to wash and dry their hands. Children carefully use safety knives to chop up fruit of their choice. They show determination and resilience as they use their strength to cut cucumber into different shapes. Children notice that strawberries have seeds on the outside and ask the childminder if they can plant them later. The childminder chats to children about growth, and how fruit and vegetables grow. This helps children to begin to understand growth and where food comes from.
- The childminder is reflective in her practice and takes effective steps to keep her knowledge and skills up to date. She attends training courses and liaises with other local childminders. Recent training on providing a healthy lunch box has made the childminder more aware of things to look out for, such as how to cut fruit safely.
- The childminder values her good relationships with parents. They speak highly of the childminder and the positive influence she has on their children. The childminder ensures that parents are well informed about their children's development. She shares detailed information to help parents continue their children's learning at home. Parents appreciate the range of outings and experiences the childminder provides. The two-way process of communication ensures that children's needs are consistently met.

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 teaching strategies to give children time to process their thinking and to express their views to support their communication and language skills.

Setting details

Unique reference number	161147
Local authority	Hampshire
Inspection number	10399579
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	6 December 2019

Information about this early years setting

The childminder registered in 2001 and lives in Eastleigh, Hampshire. She operates from 6.30am to 6.30pm, Monday to Friday, all year round. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children and spoke with them at appropriate times.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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