

Childminder report

Inspection date: 10 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Good settling-in sessions and ongoing support help children be ready for the move from home to the setting. Children form secure relationships with the enthusiastic childminder. They display a sense of belonging and move confidently around the childminder's home to engage in their chosen play. Children are happy and settled in her care.

The childminder is clear about her curriculum and what skills and knowledge she wants the children to learn in readiness for school. She plans experiences based on their individual interests and needs. She monitors children's progress carefully and supports them to catch up when she identifies any gaps in their learning.

Children are very well behaved. The childminder reinforces positive behaviour such as reminding children to share resources and use kind words. She talks to children in a calm and caring manner and gives clear explanations, helping children to know what is expected of them.

The childminder understands the importance of liaising with parents and other settings their children attend to share information about their welfare and development. This helps to ensure consistency in children's care and learning.

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

- The childminder extends her curriculum by engaging in activities in her local community. Children regularly attend local playgroups, developing their social skills, playing with other children and learning to take turns and share. They visit local shops and go on outings to local parks and play areas.
- The childminder skilfully weaves mathematics into her practice throughout the day. For example, she helps children count aloud and supports them to recognise numbers in the environment. When children prepare a snack, she talks about cutting fruit in half and identifying the different shapes of their chopping boards. This supports children in gaining a good understanding of early mathematics. Outside, children excitedly count as they jump along a hopscotch and count backwards as they race balls along drainpipes.
- Overall, the childminder offers a language-rich environment. Children enjoy sharing a wide range of storybooks with the childminder. The childminder supports children to foster a love of books. Children turn the pages and point to pictures. They become fully engaged in stories. However, on occasion, the childminder asks children questions instead of providing information that promotes talk and extends ideas, as she offers answers too quickly to the questions she has asked. This slows children's progress towards expressing themselves effectively.

- Children are encouraged to develop their awareness of different people. The childminder helps children learn about similarities and differences. For instance, children use mirrors to explore their hair and eye colour and different facial features. This promotes a discussion about different family members who wear glasses. This helps children to reflect on differences and learn to be tolerant of others, as they discover what makes them and others unique.
- The childminder ensures that children are physically active and play outdoors each day. She provides nutritious meals and snacks and talks to them about the benefits of healthy eating. The childminder teaches children good hygiene routines, including how to use the toilet and wash their hands independently. This supports children to develop healthy lifestyle habits.
- The childminder reflects on her provision to identify potential improvements and completes training to further improve her knowledge and understanding. She has recently completed training on supporting children to manage their own behaviour. The childminder makes good use of training to enhance her practice and to support children's ongoing progress.
- Parents are very complimentary about the childminder. They value the regular information and support she provides to them about children's learning and development. Parents describe how their children love attending and enjoy the outings the childminder organises. They describe the childminder's setting as a 'home-from-home' and would 'highly recommend her'.

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 children with sufficient time to respond to information during activities to develop thinking skills and conversation.

Setting details

Unique reference number	2734532
Local authority	Hampshire
Inspection number	10399612
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2023 and lives in Fleet, Hampshire. She operates from Monday to Thursday, from 7.30am until 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation.
- Parents and carers shared their written views of the setting 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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