

Childminder report

Inspection date:

16 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

The childminder remains completely dedicated to her role after many years of providing care. Children are very happy and settled and have strong bonds with the childminder. She respects children for their own characteristics, and this helps them to build high levels of self-esteem and confidence in their own abilities. The effective role modelling and values of the childminder support children to learn to manage their own emotions and recognise the needs of others around them. This supports children to build important skills for their future learning.

The childminder plans an exciting curriculum that helps all children to be curious and inquisitive learners. Children help to plan activities and the resources they would like at the setting. They are able to independently access these throughout the day to build on their own choices and interests. The childminder prioritises the well-being of children. She involves them in planning nutritious meals and growing and tending vegetables in the garden. Children delight in creating their own place mats that depict their favourite foods, celebrating the different choices they all make.

The uniqueness of the childminder's setting, which is set in the countryside, means children have access to wonderful walks in nature. They observe and discuss animals, birds and insects. This helps children to develop a curiosity about nature in the world around them.

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

- The childminder helps children to become independent in their self-care and to build an early awareness. Children are self-assured in meeting their own needs and are given time to build skills. For example, the childminder encourages children to brush their teeth at set times during the day under her supervision. Children have opportunities to learn about the role of a dentist and how important it is to make good choices about the foods they eat.
- Children are developing good levels of communication and language. The childminder constantly introduces lots of words and sounds, which helps to build on children's increasing abilities. Children display a genuine love of books and stories. They relish in the rich variety of texts they have access to.
- The childminder gathers lots of information when children first start with her to carefully plan for their learning and to help children reach their fullest potential. Children make good progress. The childminder carefully observes their development to plan for the next steps in their learning. She is quick to identify any potential gaps that may require additional support.
- The childminder understands the importance of strong partnerships with parents. She involves them in the progress and achievements their children

make, including how they can support them at home. The childminder prides herself on the personal feedback she gives parents and the relationships she builds with them. However, the childminder does not share information with other settings that children also attend to provide them with a joined-up approach towards their care and learning.

- The childminder is kind and patient and helps children to quickly build a sense of belonging. Older children delight in supporting the younger children who, in turn, display their developing understanding as they pat and cuddle the dolls. This helps children to build higher levels of empathy and caring in their interactions.
- Children have many opportunities to be physically active, both indoors and outdoors. They have daily access to the garden and the freedom to explore. For instance, they have been learning about habitats and have created 'bug hotels' that they are going to take home to share with their family. The childminder supports younger children when they first begin to walk by planning an environment that is considered. For example, furniture is strategically placed so they can pull themselves up and balance. This helps younger children to build confidence in their new found abilities under the gentle encouragement of the childminder.
- The childminder helps children to build on their early literacy skills. Older children expertly draw pictures of themselves, which they display on the playroom wall. Younger children use their increasing coordination to remove items from a concealed tray, problem-solving and finding solutions as they repeat the process.

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 information sharing with other settings children also attend, to provide them with a joined-up approach to their care and learning.

Setting details

Unique reference number	EY229407
Local authority	Hampshire
Inspection number	10380656
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Chilton Candover, near Alresford, Hampshire. She operates all year round from 3pm to 6pm on Monday, and from 8am to 6pm on Tuesday to Thursday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder talked to the inspector about her early years curriculum and what she wants children to learn.
- The inspector took the comments of parents into consideration as part of the inspection.
- The inspector observed the interactions of the childminder with the children and the impact the teaching has on their learning and development.
- The childminder and the inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector observed the areas of the home used for the childminding provision and sampled a range of documentation.

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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