

Childminder report

Inspection date:

8 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 and confident. They enthusiastically explore the setting and independently choose resources to play with. Children establish good relationships with the friendly and nurturing childminder. She provides a warm and reassuring environment, which helps children to feel safe and secure. The childminder has high expectations for children's behaviour. She provides gentle reminders about having consideration for others. This fosters a sense of security and helps children to learn about compassion and respect. Children play cooperatively together and follow embedded routines, such as tidying up. This helps them to develop a sense of responsibility, respect for resources and pride in their environment.

The childminder provides an ambitious curriculum tailored to children's interests and stages of development. Children benefit from hands-on experiences that ignite their curiosity and deepen their understanding. The childminder provides opportunities for children to connect their learning about the natural world with creative experiences. For instance, children use fruit they have picked to make marks on paper, exploring differences in colour and texture. Additionally, children learn where food comes from. These experiences support their emerging writing skills and understanding of healthy foods in a purposeful and engaging way.

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

- The childminder knows children well. She gathers information about children's starting points, alongside her own observations, to identify any gaps in their learning and development. The childminder uses this information to provide fun activities designed to extend children's learning and development. Overall, children engage well. However, at times, the childminder does not focus precisely on younger or quieter children's needs as they play. Consequently, these children are not as involved in their learning at these times.
- The childminder promotes children's communication and language effectively. She chats to children as they play, models language and introduces new vocabulary, such as 'recycling'. Furthermore, the childminder ensures that children understand the meaning of the words she introduces. For example, she teaches children about recycling during activities. This helps children to use language in context.
- The childminder consistently supports children to understand the expectations for their behaviour. She supports children to gain an understanding of good manners, such as sharing, taking turns and using respectful language. Routines are well established. This helps children to know what is happening next and what is expected of them. These experiences help children to behave well and creates a calm learning environment.
- The childminder provides consistent opportunities for children to access fresh air

and exercise. They experiment with moving their bodies in a variety of ways. For example, they squat down while rolling vehicles down slopes in the outdoor area. However, the childminder does not use all opportunities to help children to understand how to identify and manage risks in their environment, such as running down slopes and climbing on slides holding resources. This hinders children's ability to understand how to safely manage risks themselves.

- Children develop their independence and self-care skills through daily routines. The childminder provides consistent encouragement and praise. Children collect and put on their shoes when going outside and peel their bananas during snack routines. These experiences help children to develop confidence in their abilities and pride in their achievements.
- The childminder understands the importance of enhancing her professional development. She completes mandatory training in line with legislation. The childminder has signed up for regular updates from professional organisations and training providers. This ensures that her knowledge remains up to date. Additionally, the childminder works in partnership with other local childminders to share information about good practice.
- The childminder has established strong partnerships with parents and carers. They highly praise the childminder and the care their children receive. The childminder ensures that she updates parents regularly with children's progress and experiences.
- Additionally, the childminder forms close professional relationships with other settings that children attend. She attends monthly childminder meetings and shares information when children transition to another setting. These partnerships help to provide continuity of care for children.

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:

- focus interactions more precisely for younger children during activities so that they are more engaged and make the most of the learning opportunities provided
- support children's knowledge and understanding more fully of how to identify risks themselves.

Setting details

Unique reference number	EY264586
Local authority	Hampshire
Inspection number	10407491
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2003. She lives in Bursledon, Hampshire. The childminder provides care for children all year around, from 7am to 5.30pm, Monday to Friday. She provides government funded places for childcare. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The inspector observed the quality of education provided and assessed the impact on children's learning and development.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered feedback from parents and spoke to children during the inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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