

Childminder report

Inspection date: 22 July 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 show they feel safe in the childminder and her assistant's warm and attentive care. For instance, they readily approach them for cuddles and seek them out to play with. Children are self-motivated to explore, play and learn. They make choices about what to play with and where to play. Children play cooperatively, such as when role playing at the hairdressers. They take turns to use resources such as the play telephone to make appointments and brushes for the dolls' hair. Children listen to what the childminder says and behave well. They show positive attitudes to each other, the childminder and their learning.

The childminder plans a well-balanced and varied curriculum for children. She has clear aims for their learning. For example, she teaches children to use good manners and to be confident to play with other children. Children show they know the childminder's expectations for them and follow instructions swiftly. For instance, children help to tidy up when asked to when they have finished playing with the toys. The childminder helps children learn a good range of skills to support them to move on to the next stage in their education.

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

- The childminder helps children to develop their communication skills through carefully planned interventions. Children make good progress with her targeted help, including those with special educational needs and/or disabilities (SEND), who have good support for their individual needs.
- The childminder knows the children she cares for well. She plans activities for them using their interests to build on what they know and can do. For instance, children enjoy fishing out 'rubbish' from a sea-themed water tray. The childminder teaches children about recycling and how to keep the sea clean and healthy for fish. Children listen attentively to the childminder as she supports their understanding of the natural world.
- Children are interested and engaged in all the childminder provides for them to support their learning. For example, they readily take part in activities designed to help them understand about healthy eating and oral health. The childminder supports children to develop good hygiene routines, such as by helping them to wash their hands before they eat. She encourages children to be physically active as they play outdoors. Children have effective support to develop healthy lifestyles.
- Children enjoy lively conversations with the childminder. They proudly talk about what they know and enjoy. For instance, children use their imaginations to talk about submarines and an octopus. The childminder listens carefully to what they say and repeats back words to help children hear them correctly. The childminder uses questioning to help children to develop their imagination

further. However, she does not consistently wait for them to reflect, think and reply. At times, she does not fully support children to develop their thinking and problem-solving skills.

- The childminder plans activities and opportunities that enhance her curriculum. For instance, she takes children regularly to the woods to play and learn. The childminder offers children praise, such as when they count successfully. However, the childminder does not explain to children what they have done well. They do not benefit from knowing what they have learned to help them develop their skills further.
- The childminder builds positive partnerships with parents and other settings that children attend. This helps her to ensure good levels of continuity for children's care and learning. Parents comment on how much their children have grown in confidence since being in the care of the childminder.
- The childminder is proactive in developing her skills and knowledge. For instance, she has recently improved her understanding of how to support children's communication. This has benefited all children greatly, including those learning English as an additional language and those with SEND.
- The childminder supports her assistants effectively to do their job. She offers them regular well-being checks and opportunities to develop their skills and knowledge, such as through training. The childminder carefully monitors and supervises her assistants. This helps her to provide a consistently good-quality setting 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:

- enhance interactions with children to give them time to reflect and extend their thinking skills
- explain to children where their learning is successful to help them understand how to build and develop their skills.

Setting details

Unique reference number	EY265174
Local authority	Hampshire
Inspection number	10399803
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Whiteley, Hampshire. She provides care from 7.30am to 5.30pm, Monday to Thursday, throughout the year. The childminder works with an assistant.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector completed a joint observation with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector talked to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of suitability of household members.
- Parents shared their views of the setting with the inspector.

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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