

Childminder report

Inspection date: 21 May 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 cuddle into her and look up at her face, smiling as they do so. The childminder shows genuine warmth towards children as she smiles back at them and talks to them kindly. This helps children to develop their self-esteem and a sense of belonging as a result of the support they receive from the childminder.

The childminder provides an ambitious and fun curriculum that incorporates children's interests well. She regularly takes children out into the local community. This inspires them to be curious about the world around them. Children showed good recall skills as they discussed the trees they saw on a recent trip to a forest. They clearly enjoyed learning about nature. 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, children thank each other when they pass them toys that are out of their reach. 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 and gathers a wealth of information about children's prior learning and care needs. 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 that is based on her understanding of children's stages of development and next steps. Children make good progress as a result.
- The childminder provides a range of stimulating learning experiences. She adapts them to reflect the different interests and abilities of children. For example, children skilfully use rollers and cutters to make 'monsters' and 'sandwiches' out of modelling dough. In general, children behave well. However, when minor disagreements arise with sharing equipment, the childminder occasionally intervenes too quickly to resolve the issue. This does not fully support these children in developing the skills to resolve minor conflicts themselves.
- The childminder supports children to develop positive relationships with others. She supports them with understanding and managing their emotions. For instance, she asks them how they are feeling today. Children build strong friendships, develop resilience and further develop their social skills to interact positively with others.

- Children's speech and language are a focus throughout the day. The childminder talks to the children and asks purposeful questions. She patiently listens to them and values their responses. The childminder encourages children's love of books and reads a story about sunflowers. Children listen intently throughout the story and relate the story to the sunflowers they have recently grown. This encourages children to extend their vocabulary. However, occasionally, the childminder is not consistent in modelling the correct pronunciation of some words. This does not fully promote children's early language development.
- Children work together to achieve planned outcomes, such as moving wooden shapes from one place to another. They talk about what colour shapes they pick up, and the childminder encourages them to say whether they are 'big' or 'small'. This helps children develop their understanding of mathematical concepts.
- The childminder is reflective in her practice. She takes effective steps to keep her knowledge and skills up to date. For instance, recent training around supporting children with special educational needs and/or disabilities has made the childminder more aware of things to look out for, such as different patterns of behaviour.
- The childminder helps children to recognise the importance of good hygiene. She praises them as they independently wash and dry their hands before lunch. Children chat to one another and compare their food choices. The childminder encourages children to open their own food pots. Children smile as they successfully open the pots. This helps children develop their independence and confidence skills.
- Parents speak highly of the childminder. They talk about the good communication and the detailed feedback they receive. Parents comment that their children are very happy in the care of the childminder, and they feel involved in their learning. These positive relationships promote consistent approaches to each individual child.

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 the support for children to learn how to resolve minor disputes between themselves
- strengthen how children are helped to learn to pronounce words correctly, to fully support children's developing language skills.

Setting details

Unique reference number	EY289309
Local authority	Hampshire
Inspection number	10398043
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Southampton, Hampshire. She operates from 7.45am to 5.30pm, Tuesday and Wednesday, all year round. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The inspector talked to the childminder about her curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views about the childminder's service with the inspector via written testimonials.
- 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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