

Childminder report

Inspection date: 5 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure in the childminder's warm and nurturing care. For instance, they snuggle in for comfort and reassurance. The childminder willingly offers children cuddles, and they respond positively to her interactions. Children show they feel proud when they achieve their goals. For example, when they open their packets at lunchtime, children beam with delight. The childminder offers children plenty of praise and encouragement. She supports their emotional well-being effectively.

The childminder has a very good understanding of how children learn. She knows that children need to feel safe and secure in her care before they can learn. The childminder supports this very effectively. For instance, she has a thorough settling-in process to build positive relationships with children and their families before they start. The childminder supports children to have the best possible start in her care.

The childminder has high expectations for children. They understand the rules and boundaries she has in place. For instance, the childminder reminds children to sit on chairs and keep two feet on the floor when playing at low tables. She helps children know how to keep themselves safe.

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

- The childminder knows the children very well. She understands what they like to do and play with. The childminder uses this knowledge to plan activities that build on children's learning. For example, when children show they recognise the numbers one to five, the childminder introduces numbers to ten. Children benefit from being in the care of an experienced childminder who knows how to extend their learning.
- The childminder uses meaningful experiences to teach children about the natural world. For instance, when they find a ladybird larva, the childminder helps children to understand life cycles. She links this learning to familiar stories and encourages children to deepen their knowledge. The childminder is an effective teacher.
- Children benefit from good support in developing their speech. The childminder understands the importance of communication for children to make their needs and wants known. For example, the childminder teaches children new words and explains their meanings so that they can understand them. The childminder repeats back what children say so that they can hear words clearly. She is a positive role model for speech who supports children's communication well.
- The childminder provides children with a stimulating learning environment. She regularly takes children on various outings to explore the local community and the wider world. Children benefit from seeing different people and places, such

as a farm. The childminder helps them learn about diversity in the world they are growing up in.

- Children have help from the childminder to manage their feelings and emotions. For instance, she steps in swiftly and models words to use when children need support to talk to others. The childminder encourages children to be confident and independent. She supports their social and emotional skills effectively.
- The childminder helps children to develop positive attitudes to all they do. For example, she helps children to listen and respond to instructions as they make dough. Children take turns measuring, pouring and mixing ingredients. The childminder teaches children the difference between wet and dry ingredients. They listen attentively to what she says. However, at times, the childminder does not fully consider how to support children in solving problems for themselves. Occasionally, she steps in before children can think and respond to her questions. Children do not consistently benefit from support in developing their critical thinking skills.
- The childminder helps children to learn about keeping healthy. For instance, she reminds children to wash their hands before eating. The childminder invites professionals to her home to support children's learning. For instance, a dental nurse has visited recently to support children's oral health. Children benefit from good support for their physical health.
- Parents report how much they value the support and advice the childminder offers. They comment on how their children are flourishing in the childminder's care.
- The childminder is proactive in keeping her skills up to date. For example, she attends regular training courses and shares her knowledge with colleagues. The childminder is dedicated to offering a high-quality service for families and children in her care.

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 consistent opportunities to stop and think when asking questions to further extend their critical thinking and problem-solving skills.

Setting details

Unique reference number	EY294195
Local authority	Hampshire
Inspection number	10398087
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Locks Heath, Hampshire. She provides care for children from Monday to Thursday, from 7.30am to 6pm, during school term times, and from Monday to Wednesday during school holidays. The childminder provides funded early education for children. She holds an early years qualification at level 3.

Information about this inspection

Inspector
Emma Dean

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for the children's learning.
- The inspector completed a joint observation with the childminder as she made dough with the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on the children's learning.
- The inspector talked to the childminder and the 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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