

Childminder report

Inspection date: 21 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

The childminder provides an engaging curriculum that focuses on children being confident, independent and having good self-help skills. She plans interesting experiences that children enjoy. For example, children concentrate well as they look through family photo books of their friends. They name their friends and talk about what they can see in the photos. The childminder uses this opportunity to talk with children about their own families and experiences they have shared with them. This helps children to begin to recall past events.

Children settle very quickly in this engaging and welcoming environment. They show positive relationships with the childminder as they sit on the settee and cuddle up to her. Children listen attentively as the childminder reads a book to them. They ask questions about what they can see in the pictures, and the childminder praises their efforts. This helps to promote children's well-being and confidence.

The childminder has high expectations for children's behaviour. Children talk to each other respectfully. They build strong friendships and are polite to each other, using 'thank you' as they pass each other toys that are out of reach. Older children show consideration for younger children by carefully walking around them. The childminder helps children develop a good understanding of how to manage their behaviour.

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

- The experienced childminder uses her knowledge of child development to plan an interesting curriculum. She knows children well and assesses any gaps in their learning. She uses this knowledge to plan purposeful next steps for children. This swiftly addresses any gaps in learning. All children make good progress.
- The childminder places importance on providing children with a range of experiences to learn about the wider world. For example, children enjoy walking around the local area, taking part in a scavenger hunt. They excitedly spot objects such as manhole covers and notice letters on them. The childminder has detailed discussions with children about road safety as they walk around the local community. Children respond well and walk carefully alongside the childminder. This supports children's developing awareness of risk and how to keep themselves safe.
- The childminder visits local toddler groups with children, which enables them to socialise with a wider range of people and feel part of the local community. She also explores some multicultural events with children, including those that are special to the children attending. However, the childminder does not consistently

consider how to enhance children's understanding of diversity throughout the setting.

- The childminder encourages children's speech by introducing new words, such as 'dahlia', when talking about flowers. Her clear modelling and repetition of words help children to correct any errors in their pronunciation. The childminder asks children targeted questions. For instance, when they spot a bee, she asks, 'Why do bees need pollen?' Children think about this for a little while before answering. This helps to support the development of children's emerging language skills.
- The childminder promotes children's independence well. She allows children to put on their shoes before offering to help and support them. They show good determination as they manage these tasks independently. This helps to promote their self-confidence and self-esteem.
- The childminder seeks out professional development opportunities and reflects well on what she learns. For example, recent training on climate change has prompted her to consider how she can make a difference, along with the children in her care. The childminder has recently introduced a water butt and different bins for food recycling. Children enjoy separating their food waste at lunchtime and placing it into the different bins. The childminder supports any assistants she works with in completing training to build on their knowledge and skills.
- The childminder values her close relationships with parents. They speak highly of the childminder and very much enjoy the annual family picnic. The childminder ensures that parents are well informed about their children's development and learning. She shares detailed information to help parents continue their children's learning at home. The two-way process of communication consistently meets children's needs.

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:

- build further on the opportunities to teach children about diversity and help them to explore their similarities and differences to others.

Setting details

Unique reference number	EY297282
Local authority	Hampshire
Inspection number	10398699
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	12
Number of children on roll	10
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Southampton, Hampshire. She works with an assistant. The childminder operates from 7.15am to 6pm, Monday, Wednesday and Friday, and before and after school on Tuesday and Thursday, all year round. The childminder provides funded early education for all eligible children. The childminder and her assistant both hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Clare Leake

Inspection activities

- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children and spoke with them at appropriate times.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector through written testimonials.

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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