

Childminder report

Inspection date: 3 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and display a strong sense of belonging in the childminder's home. They arrive smiling and separate from parents with ease. They explore their surroundings, making confident choices about what they would like to play with. The childminder ensures that all children's interests and preferences are catered for, which supports children in settling in with ease at the start of each day. For instance, dolls and prams are available for children who enjoy role-playing families, and a selection of mark-making and art and craft resources are freely accessed by children, who enjoy making and creating pieces of artwork. The children have clearly formed strong bonds with the childminder, which contributes to their overall sense of well-being.

The childminder has high expectations for children's learning and development and is dedicated to supporting children's independence and self-confidence. Children are clear about where they should put their own belongings and that they are expected to put their shoes in the basket on arrival before going to play. They enjoy the responsibility of tidying up resources along to the tidy-up song and relish the praise that they are given for doing so. Children are polite and considerate and learn to share effectively. The childminder is clear about her expectations of behaviour and helps children to remember these with gentle reminders when required.

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

- The childminder is an experienced practitioner and has high expectations for all children in her care. She knows the children and their families well and effectively shares this information with any assistants she works with. She considers any specific needs that children with special educational needs and/or disabilities (SEND) have and adjusts planning accordingly to ensure all children are actively engaged and involved. Consequently, children feel comfortable and settle well into their learning and play.
- Children behave well. The childminder has clear rules and boundaries in place and children respect these. For example, children know not to take toys others are playing with and to take turns when speaking to each other.
- The childminder offers a language-rich environment. She engages in play with the children and skilfully extends their knowledge of vocabulary. For example, when playing with puzzles involving occupations, she asks children about what roles they play. She extends understanding, explaining that helmets keep firefighters safe and that builders use cement and bricks to build our homes.
- The childminder creates a calm and nurturing environment. She ensures that older children have their own space and resources to keep them suitably entertained. Equally, older children engage sensitively with the younger children

and play with them well when appropriate.

- The childminder plans a wide and varied curriculum that the children find stimulating. She ensures that the activities planned take account of children's interests and stages of development. However, when planning activities, at times, these do not focus precisely on children's next steps in learning and development. This does not fully support children to consistently build further on their knowledge and skills.
- The children have lots of opportunities to be outside. They enjoy the large garden and undercover outdoor space where they have an array of resources to build their gross motor skills, such as ride-on cars and sandpits to dig in. The childminder promotes healthy eating by providing a variety of fruits and vegetables for the children to eat at snack time. She takes these opportunities to discuss the benefits of eating these. Children are encouraged to live healthy lifestyles.
- Children benefit from a host of activities out of the childminder's home. They delight in pumpkin picking in the autumn, regular train trips and visits to local farms. The childminder models suitable behaviours during these visits. Consequently, children are being encouraged to gain in confidence in a variety of situations and to be safely sociable with others around them.
- Parents speak very highly of the childminder. She communicates effectively and regularly with them through a variety of forms. Parents very much enjoy looking at the learning journals the childminder creates, and they report that the assessments the childminder provides them with each term are highly useful in understanding where their children are in their learning.
- The childminder places a high commitment to her own professional development. She provides training opportunities for any assistants she works with, and they feel well supported by the childminder. She is reflective in her practice and involves assistants in frequent meetings and conversations about how to develop the setting's provision further.

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 planning to focus more precisely on children's next steps in learning.

Setting details

Unique reference number	EY370291
Local authority	Hampshire
Inspection number	10380379
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 10
Total number of places	18
Number of children on roll	19
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2008 and lives in Hook, Hampshire. She operates from Monday to Friday, all year round, from 7.30am to 6pm. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate home-based childcare qualification and employs two assistants.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable for children.
- The inspector observed a planned, adult-led activity and provided feedback to the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through verbal and written feedback.

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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