

Childminder report

Inspection date: 22 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and inclusive environment where children thrive emotionally. Children arrive happy and ready to learn. They form secure attachments and show a strong sense of belonging. The curriculum is thoughtfully planned to meet children's individual needs and to support them to make good progress across all areas of learning.

The childminder uses the outdoor environment effectively to support children's language development, physical activity and problem-solving skills. She places a strong focus on promoting discovery and learning through first-hand experiences. For example, children spin the wheels of a toy tractor with fascination. The childminder uses this opportunity to good effect by introducing new vocabulary such as 'rotate' and 'fast'. This successfully promotes children's understanding of cause and effect.

The childminder fosters an environment where all children are listened to and encouraged to participate. Children behave well and learn to manage their emotions. They show respect for others, take turns and develop positive social skills. The childminder is an advocate for children managing tasks for themselves and promoting their independence. Children are given time to try things for themselves, such as washing their hands or fastening their shoes. The supportive atmosphere is underpinned by affirming messages, such as 'I believe in you'. This fosters positive attitudes and emotional resilience to a high level. The childminder plans enriching experiences that include regular trips to a local farm. This broadens children's understanding of the world and promotes curiosity about animals and nature.

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

- The childminder is committed to ongoing professional development. She readily attends training to strengthen her knowledge of early years practice. Recent training has helped her better support children's resilience and self-esteem. This has had a positive impact on children's emotional well-being overall.
- The childminder works one day a week with an assistant. She understands her responsibility to ensure that all adults working with children, including occasional volunteers, are suitable to do so. The childminder ensures robust oversight of the assistants' work, ensuring that they share responsibilities and maintain high standards of care.
- The childminder delivers a broad and balanced curriculum. She knows children's needs and interests well and plans engaging activities. Children eagerly explore the resources that are available and engage in purposeful play. However, the curriculum is not always consistently sequenced. While activities are enjoyable

and beneficial, the childminder does not always plan with clear progression in mind. This occasionally limits how well children's learning builds over time.

- The childminder promotes a language-rich environment. She supports children's communication effectively, encouraging them to express themselves confidently. Books are central to learning, and children show a love of stories. They listen attentively, take turns in discussion and show respect for each other's ideas. They gain a wide vocabulary and learn about communities outside of their own.
- Children's personal development is fostered well. They develop a strong sense of identity and confidence. For example, during a themed storytelling activity, they explore ideas such as helping others as they revisit a favourite story of 'The Snail and the Whale'. The childminder supervises children closely and teaches them how to use outdoor equipment safely and responsibly. She provides consistent routines and positive reinforcement to promote a calm and respectful atmosphere.
- The childminder places a strong emphasis on children's understanding of healthy lifestyles. On hot days, children are reminded to wear their sun hats and apply sun cream before playing outside. The childminder encourages children to take responsibility for their own health by keeping hydrated and resting in shady spaces. Healthy eating is actively promoted. Children are involved in growing and cultivating fruits and vegetables. They show good levels of independence as they help prepare the snack for their friends, with strawberries becoming a firm favourite.
- The childminder maintains strong communication with parents and carers. She works closely with families to ensure that each child's individual needs, routines and preferences are understood and met. Daily verbal feedback and regular updates through messages or photos help keep parents well informed about their child's progress. Parents are encouraged to share learning from home, which helps build a consistent approach.

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 sequencing of the curriculum to ensure that children's learning builds more clearly and progressively over time.

Setting details

Unique reference number	EY376114
Local authority	Hampshire
Inspection number	10394888
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2008. She lives in the village of Stoke Charity on the outskirts of Winchester. She operates Monday to Thursday, from 7am to 6pm, all year round. The childminder employs an assistant. She provides government funded early education places for children aged from nine months up to four years.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector through 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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