

Childminder report

Inspection date: 29 August 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 welcomes the children into her home and they happily say goodbye to their parents. Children are quick to greet each other and excitedly play with the activities available. For example, the children build with the construction bricks and play with the sensory activities, such as pasta. Once all the children have arrived, they sit together and do self-registration. Children can name each friend and state whether they are here or not. They are also able to recognise familiar letters within their names. Children happily explore the childminder's home and show they feel safe and secure.

Children have good independence skills. For example, children put on their own wet weather suits and wellies to go outside. The childminder encourages children to problem-solve. When they find something tricky, the childminder gives them time to do it themselves. Children persevere when challenge occurs. They show great pride when they achieve by themselves, which the childminder praises them for. Children have good personal development skills and show they have good self-esteem.

The childminder builds her curriculum around stories. She uses these stories to provide further learning. For example, she uses the 'Elmer' story to promote colour recognition and help children understand what makes them unique. This also supports children's communication and language skills. Children are learning rich language and developing their listening and attention skills. The childminder also ensures children have access to all areas of learning, which follow their interests. Children have a love for learning.

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

- The childminder keeps up to date with relevant training to ensure a high quality of education. For example, she recently attended training on supporting children with autism. The childminder knows how to support children with special educational needs and/or disabilities. She can identify specific needs and uses a range of approaches to support them, such as visual aids to support routine. The childminder works with parents to seek support from relevant agencies, when necessary. She ensures that the children in her care make good progress in their learning.
- The childminder has high expectations for behaviour. She sets clear rules, which the children follow. For example, children learn to be kind and gentle, to listen and to share. The children play so nicely together and older children lead by example. Children behave well and show respect for each other.
- The childminder promotes a healthy lifestyle. The children have many opportunities to go outdoors and be active. The childminder grows vegetables

with the children, such as runner beans and carrots. The children relish the opportunity to pull the carrots out of the soil, clean them using water and a scrubbing brush and then eat the carrots for snack. Children confidently follow hygiene routines. They know to wash their hands when coming in from outside, after using the toilet and before eating.

- The childminder encourages children to use their imagination in their play. The children have access to a large range of resources to support this. For example, they make dens using large materials and furniture. They recreate stories, such as 'The Three Little Pigs'. The childminder uses repeated refrains and questioning to extend their learning further. The children communicate well with each other.
- The childminder uses a range of strategies to teach mathematics to the children. She encourages the children to count and to distinguish items according to their size. For example, children count how many bowls of pasta they have for their 'big' and 'small' teddy bears. The childminder also gives children opportunities to identify colours. She then extends their learning to make patterns with those colours. Children have good understanding of early mathematics.
- The childminder takes the children out in the local community. For instance, they visit local parks, ponds and woods, and they travel on public transport to the local town. The childminder teaches children about risks and how to keep themselves safe. For example, children must hold hands and stay close to the childminder. The children are learning about the world around them and how to keep themselves safe.
- Parents are extremely happy with the care provided. The childminder works with the parents to ensure there is consistency between home and the childminder, for example when children are toilet training. However, the childminder does not always share information on the children's next steps in their learning. Therefore, parents are not always aware of how they can support their children's learning at home.

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 communication with parents so they are regularly informed of and can support their children's next steps in learning.

Setting details

Unique reference number	EY393741
Local authority	Hampshire
Inspection number	10407936
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	11
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2009 and lives in Swanmore, Hampshire. She works Monday to Friday, all year round, from 7.30am to 5pm. The childminder receives funding for the provision of free early education for children aged from nine months to four years. She has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and read feedback about the service provided by the childminder.
- 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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