

Childminder report

Inspection date: 5 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

Children arrive confidently, happily and eager to start their day. They are greeted warmly by the friendly and nurturing childminder. This welcoming routine helps children to feel safe and secure. Additionally, it allows them to settle quickly and engage positively in their play and learning. Children understand and adhere to familiar routines. The childminder incorporates these routines to create a structured environment that helps children understand what to expect. She quickly engages them in activities that are tailored to help them develop their focus and attention skills, before moving on to child-led play. For example, children experiment with fine motor movement while doing up clips and opening locks. These opportunities also help them to develop problem-solving skills.

The childminder knows the children well. She collects detailed information about children's starting points from parents and uses this information alongside her own observations to identify next steps in their learning and development. The childminder places a strong emphasis on teaching children about healthy foods and where they come from. For instance, children grow carrots from seeds and create and consume healthy meals, such as carrot soup. These experiences help children to make healthy choices and develop positive attitudes to nutrition from an early age.

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

- The childminder plans a broad and varied curriculum tailored to children's individual needs and interests. For example, she regularly provides children who enjoy physical play with opportunities to build on and extend their skills. The childminder encourages children to participate in a range of activities that promote physical development, such as fine and gross motor movement and coordination. For instance, children develop muscle strength in preparation for early writing while squeezing sensory sand. However, not all activities are sufficiently designed to meet the needs of younger children. This means that, on occasion, younger children lose interest and wander off. This does not help to enhance children's concentration skills.
- The childminder provides opportunities for children to develop their communication and language skills. She supports them through regular conversation and introduces them to new vocabulary. For instance, the childminder uses open questioning techniques to support children's critical thinking. These opportunities help children to become confident communicators.
- Children behave well. The childminder is a good role model for children. She encourages them to follow rules and boundaries, such as tidying toys away. She supports them well through clear guidance, gentle reminders and praise. As a result, children respond positively and understand what is expected of them.

- The childminder uses snack routine to promote children's self-care skills effectively. For example, they help to prepare their own snack while using child-safe knives to cut up fruit, such as apples. Additionally, children are encouraged to collect and put on their shoes and hats for outside play. These consistent opportunities help children to develop confidence in their own abilities.
- The childminder has developed good relationships with parents. She maintains open and regular communication about children's daily routines, progress and what they are working on. Additionally, she provides opportunities for parents to take their children's learning journals home to look at. However, she has not yet formed effective relationships with other early years settings that children attend. This means that information about children's learning and development is not always shared.
- The childminder is committed to ensuring children have access to a variety of different experiences. She plans meaningful trips that are designed to support their understanding of their local community, such as bus rides and trips to the park, library and leisure centre. Additionally, children learn about cultures through different celebrations, such as Chinese New Year.
- The childminder is committed to improving her practice. She ensures mandatory training is up to date. Additionally, she regularly attends relevant early years webinars, such as nutrition advice and oral health. These opportunities enhance her knowledge and understanding of how to support children to lead healthy lifestyles.

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:

- ensure that planned activities are tailored to meet the individual needs of all children
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	EY396095
Local authority	Hampshire
Inspection number	10398629
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Andover, Hampshire. She offers care Tuesday to Friday, from 7.30am to 6pm, throughout the year. The childminder holds a relevant childcare qualification at level 3. She provides government funded places for childcare.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning and development.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered verbal feedback from parents and spoke to children during the inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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