

Childminder report

Inspection date: 5 March 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 develop strong bonds with the childminder and are happy and safe in her care. The childminder's home is warm and inviting and children explore to find favourite toys and resources confidently. The childminder has a warm, kind tone with children and shows a genuine interest in them. Children readily receive cuddles and comfort from her when they need this. This helps to promote their feelings of security. Overall, children behave well. The childminder has clear expectations for kindness and courtesy, modelling this well. The childminder praises children when they behave positively. However, at times some older children need extra support to understand the behaviour expectations of the setting.

The childminder plans a varied and ambitious curriculum for children. She gains information about children from parents, when children first start. This helps her focus on priorities for learning. Children benefit from activities which build on their physical skills, coordination and perseverance. For instance, they learn how to fasten shoes and zip up coats to play outside. Children chose tricycles and the childminder teaches them how to pedal and encourages them to keep on trying. This helps children to successfully achieve at more challenging learning and supports their good attitudes to learning.

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

- The childminder has a clear understanding of what she wants children to learn and how this benefits them. She is experienced, qualified and knowledgeable about children's developmental milestones and the skills that help children to be ready for their future learning, including their eventual move to school. For instance, the childminder supports children's independence, to help them manage age-appropriate tasks confidently. Children learn how to wash their hands before they eat, to feed themselves and drink from an open cup and how to tidy away when they have finished eating.
- Children benefit from the childminder's focus on building their communication and language skills. For instance, children learn how to grow cress, the childminder talks about how plants grow, helping children think through and share what they might need to do to tend to growing seeds. Children learn that water and sunlight are important and find a good position in a window to leave their cress to grow. Children listen attentively. The childminder encourages children to recall what they have done, to embed new language. Children develop good speaking skills.
- The childminder promotes children's health and well-being. She maintains a clean and safe and environment for children and takes the time to teach children routines that promote their own physical welfare. For instance, children learn the

importance of drinking fresh water to rehydrate themselves and to tidy away toys and resources to keep the play space a safe area.

- The childminder reflects on her practice to drive improvement. For example, she has successfully improved her information sharing with parents, to support children's care and learning. The childminder keeps herself up to date with new guidance and networks regularly with other childminders to share best practice ideas. However, she is yet to focus her professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, particularly around their behaviours and self-regulation.
- Partnerships with parents are good. The childminder is dedicated to creating a joint way of working with parents to support their children's next steps in learning. The childminder works closely with parents to support children's care and learning. For example, children learn to be confident in being toilet trained as the childminder follows routines children use at home.
- On the whole, children behave well. The childminder is consistent in her approach to her expectations for age-appropriate behaviours. However, despite her efforts to help children understand the rules and boundaries, the childminder's strategies to support children to play more cooperatively are not always effective. At times, she does not support children successfully to help them take account of her instructions, or to recognise and respond to their own emotions. This sometimes leads to unwanted behaviour, which impacts on others.

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:

- focus professional development opportunities, in order to enhance knowledge and skills, particularly with regard to supporting children's emotions and self-regulation
- extend behaviour management strategies to help children understand the consequences of their actions and learn to regulate their own behaviour.

Setting details

Unique reference number	EY399781
Local authority	Hampshire
Inspection number	10372508
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	6
Number of children on roll	9
Date of previous inspection	24 April 2019

Information about this early years setting

The childminder registered in 2009 and lives near Winchester, Hampshire. She operates Monday to Thursday from 7.30am to 6pm for most weeks of the year. The childminder holds a recognised childcare qualification.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 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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