

Childminder report

Inspection date: 4 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 arrive happy and quickly come inside to greet their friends. The childminder welcomes them and invites them to join in with a colouring activity. Children demonstrate close relationships with the childminder and her assistant. They take their books and settle down for a story together. Young children practise new words, such as 'mouse' and 'fox', as the childminder models vocabulary to them. Children appear to feel safe and secure in the childminder's home.

The childminder talks to children about what she expects from their behaviour. For example, she explains that children need to use 'listening ears'. The childminder also models to children how to say please and thank you. She regularly talks to children about sharing toys and taking turns. Children begin to learn about rules and boundaries.

Children experience enjoyable activities that build on their interests. For example, when children have an interest in a story, the childminder provides resources to encourage their imaginations. Children joyfully create their own characters out of play dough, for instance. The childminder encourages children to learn more about their abilities. She demonstrates how to use different tools and children excitedly roll and cut the play dough. Children develop an understanding of new techniques as they manipulate materials creatively.

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

- Children's love of books is increased through the childminder's interactions. For example, she reads stories enthusiastically and uses animated voices to excite children. The childminder extends this experience by providing character hunts in the garden for children to explore. The childminder further promotes a love of reading through trips to the library and by providing a range of texts for children to look at independently. Children develop an interest in different narratives from a young age.
- The childminder's curriculum is generally well constructed. She recognises some key skills that she wants children to learn before they move on to the next stage in their education. However, some areas of the curriculum are less ambitious. For example, the childminder's intentions for the mathematics curriculum are not always clear. This means that children do not consistently experience learning that develops their knowledge of mathematical concepts.
- Overall, the childminder provides resources and activities that are exciting and engage children. However, activities are not consistently organised to precisely target the next steps in children's learning. This means that, at times, the childminder's interactions do not focus on providing children with meaningful teaching that extends their learning.

- Children engage well as they explore their physical skills in the childminder's large and welcoming garden. They use equipment to run, jump and swing. The childminder also encourages children to think about how to stay safe when they play on the indoor soft-play toys. Children learn to balance and climb as they manage appropriate risks for themselves.
- Children's personal development is promoted by the childminder. They have regular opportunities to build their independence skills, for example they learn to accurately scoop their own cereal into their bowls at snack time. The childminder also talks to children about cleanliness. Children know they need to wash their hands after playing outside and before eating. This supports children's understanding of good health.
- Parents explain they are happy with the communication they receive from the childminder. She keeps them updated with information about the activities children have been doing and often shares photos. However, the childminder has not yet developed consistent home learning strategies. This means that a shared approach to children's learning is not yet in place to support parents to extend children's learning at home.
- The childminder has a clear oversight for her provision. She uses mandatory assessment well. For example, she completes the progress check at age two. She uses this information to identify any gaps in children's learning and puts effective plans in place to support them. For example, she makes referrals to support children's speech and language, when necessary. Children's development is monitored well by the childminder.

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:

- develop the mathematics curriculum so that it is consistently ambitious for all children
- plan activities to precisely target the next steps in children's learning
- implement home learning strategies to support parents to extend children's learning at home.

Setting details

Unique reference number	EY408613
Local authority	Hampshire
Inspection number	10394510
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	9
Number of children on roll	10
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 2010 and lives in Cowplain, Hampshire. She occasionally works with an assistant. The childminder operates Tuesday to Friday from 7.30am to 5.30pm, for most of the year. The childminder provides government funded early education for eligible children between the ages of nine months old and four years old.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- 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 inspector and the childminder completed a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and took account of their views.

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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