

Childminder report

Inspection date: 14 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are immersed in nature at this outdoor-learning childminding setting. They play joyfully in the childminder's garden. Together, children explore insects and natural materials as they play. Children appear to have strong relationships with the childminder as she welcomes them warmly. They take books to her and they sit together in the sunshine to look at them. Children demonstrate that they feel safe and happy.

The childminder promotes children's understanding of good manners and respect for others. For example, she discusses the importance of using kind hands. Children have a shared understanding of these expectations. For instance, they share out the colouring clipboards and talk about the importance of taking turns with the colouring pens. Children develop a positive understanding of how to play kindly.

Children explain that they love to visit parks and farms with the childminder. They benefit from a wealth of trips in the local and wider communities. The childminder plans to develop children's knowledge of the world around them through visits to a variety of places, such as museums. The childminder also plans outings to different community groups to further increase children's social skills. Children benefit from a broad range of experiences.

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

- The childminder increases children's love of reading. She provides plenty of cosy areas in the garden for children to explore books independently. Children often sit together and look at stories together. The childminder also uses books to excite and interest children in learning about growth and life cycles, for example. She reads to them enthusiastically and children use props to support the narrative of the story. Children develop good communication skills. They are introduced to words such as 'chrysalis' and 'cocoon' as they read. Children are engaged and ready to learn.
- Children have plenty of opportunities to develop effective physical skills. They giggle with delight as they run, climb and balance in the childminder's spacious garden. Children show skill, accuracy and teamwork as they operate play equipment. The childminder supports children with praise and encouragement. Children are confident and independent in their play and learning.
- The childminder provides children with a range of mark-making equipment. For example, children use large muscle movements as they draw on chalk boards. Children also enjoy forming letters with pens on writing pads. This means that children have opportunities to develop the small muscles in their hands, ready for early writing.

- Children have a good understanding of personal health. They wash their hands as they arrive and consistently remember to clean them before they eat. The childminder supports children to identify foods that are healthy at snack time, such as fruit and vegetables. Children also speak with confidence about the importance of drinking water and putting on sun cream. Children develop a strong understanding of self-care skills.
- The childminder teaches children about risks in the environment and how to manage them. However, the childminder has not developed strategies to support children to understand the risks they might face when using technology or the internet. This means that children do not engage in learning that teaches them about how to stay safe online and where to go for help if they need it.
- The childminder has developed effective partnerships with schools and other early years settings that children attend. She shares information about children's development and, for instance, they share assessment information when they complete the progress check at age two. The childminder also collaborates with other professionals involved in children's care, such as speech and language therapists. Children consistently benefit from a shared approach to their learning.
- Professional development is a high priority for the childminder. She evaluates her practice and seeks training opportunities to further her skills. For example, she has recently completed training that has improved her understanding of how to further develop the learning environment. Through this, the quality of education provided is consistently raised for children.

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 strategies to teach children about how to stay safe online.

Setting details

Unique reference number	EY410287
Local authority	Hampshire
Inspection number	10394632
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 September 2019

Information about this early years setting

The childminder registered in 2010 and lives on Hayling Island in Hampshire. She operates from 7.30am until 6pm, Monday to Friday, for most of the year. The childminder holds an appropriate level 3 qualification. She provides government-funded early years education for children between the ages of nine months and four years.

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.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- 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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