

Childminder report

Inspection date: 24 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 are safe, happy and settled in the childminder's home-from-home setting. The childminder knows children well and builds strong bonds with them. She responds to their individual needs with kindness and respect. Children behave well. They learn to be kind and caring in their play with their peers. For instance, as children build towers, they recognise that their friends might need more blocks. They kindly find and offer these to help them continue their construction.

The childminder has high expectations for children and plans a curriculum that supports their good progress. Children develop good communication and language skills. They speak well, confidently sharing their ideas in conversations with their friends. For instance, they share binoculars and talk about which birds they can see in the trees, reflecting on those they have already spotted. Children develop good independence skills. The childminder uses daily routines to build on these, recognising the value this has for children's next stage in learning, including school. For instance, children learn how to put on and fasten shoes as they get ready to play outdoors. They learn how to slice a banana and the importance of using knives safely. Where children need extra help in persevering at tasks, the childminder offers help and support. Children develop good attitudes to learning, including when they encounter difficulties, allowing them to complete tasks successfully.

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

- The childminder is qualified and experienced in her role. She has a good understanding of children's development and what she wants them to achieve. She plans a curriculum that takes account of the differing interests of each child, to help them enjoy learning. The childminder checks children's progress regularly to help her plan for what she wants them to know or to be able to do next. However, sometimes, the childminder's plans are not sequenced precisely enough to help focus and tailor learning to smaller steps towards their learning goals. That said, all children make good progress from their starting points.
- Children benefit from a wealth of opportunities to learn about their community and the natural world around them. The childminder places a good focus on helping children to learn about the changing seasons through hands-on experiences. For instance, children learn how to grow and tend to strawberries during the summer months. They take part in researching and reporting on the different birds that visit the childminder's garden over a period of time. Children enjoy spending time playing outdoors, and the childminder builds children's knowledge of the local wildlife and nature well.
- The childminder has high expectations for children's personal, social and emotional development. The childminder is a good role model. She promotes

children's good manners and positive behaviour, offering praise and encouragement. Children respond well to her. They listen to what they are asked to do and respond appropriately. For instance, they learn to tidy away after themselves before they go outdoors. Children develop a good understanding of the differing needs of their friends. For example, as children play games, they recognise the importance of taking turns. They wait patiently for their turn and congratulate the winner.

- Mathematics is naturally woven through the childminder's practice, which supports children's understanding of numbers and counting. For instance, as they play hopscotch, children work out which is the number four as they jump to it. The childminder teaches children the names of shapes as they learn that round shapes are circles. Children learn how to use mathematics purposefully to support good foundations for future learning.
- The childminder is committed to delivering a high-quality service for children and their families. She uses professional development opportunities to improve the experiences for children. For instance, she has furthered her knowledge of how to support children's speaking skills, including the strategies she puts in place to offer additional support where children need this.
- Parents speak highly of the childminder. They value the regular sharing of information about their children's activities and achievements to support learning at home. However, communication with other early years settings that children attend is not consistent and does not always promote a collaborative approach to supporting children's development.

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:

- refine the planning of the curriculum to focus more precisely on smaller steps towards children's learning goals
- enhance partnerships with other settings that children attend to share information, promoting continuity in their learning and development.

Setting details

Unique reference number	EY413582
Local authority	Hampshire
Inspection number	10372626
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	5
Number of children on roll	7
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Totton area of Hampshire. The childminder operates Monday to Thursday, from 7.30am to 5.30pm, for most of the year. She holds an appropriate childcare qualification at level 3. The childminder offers government funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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