

Childminder report

Inspection date: 11 July 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 play happily with the childminder in the welcoming environment she creates. They get involved with activities, such as constructing with magnets and building tracks for toy trains. Children speak with confidence as they explain they have built a 'swimming pool', and they play with pretend figures imaginatively. Younger children seek the childminder out for a cuddle as they part from their parents and settle in. She comforts them and shows children their favourite toys to help them get excited about the day ahead. Children develop close and meaningful relationships with the childminder.

The childminder has high expectations for children's behaviour, which she shares with them consistently. She adapts how these are provided to children based on their age and level of understanding. Children demonstrate a good understanding of the boundaries in place. For example, they explain how to be gentle with the rabbits and cats in the garden. Furthermore, children play kindly and speak politely to one another. For example, children say 'well done' to each other as they praise their friends for building 'tall towers' with blocks. Children demonstrate respectful behaviour to those around them.

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

- The childminder follows a clear and well-sequenced curriculum. She is reflective and often adapts the curriculum to build further on what she wants children to learn. For example, the childminder is passionate about teaching children about nature and the environment. She takes children to beaches, forests and nature reserves to broaden their understanding of the world around them. Children are introduced to a range of enriching experiences.
- Children are physically active in their play. For example, they laugh with joy in the garden as they climb the stairs to the slide. The childminder shows children how they can play with different-sized balls. They excitedly scoop them out of the paddling pool and the childminder models skills such as catching with them. Children develop good physical skills.
- The childminder recognises key skills that she can help children develop in preparation for school. For example, the childminder plans to develop children's scissor control and hand positioning for early writing. She prepares activities that target these skills. However, occasionally, interactions during planned activities do not consistently extend children's focus. This means that, at times, older children become disengaged from activities and only participate for short periods.
- Children show a keen interest in books. They look at them independently and also bring them to the childminder to have stories read to them. The childminder makes a variety of books available and links them to children's current interests,

such as trains or dinosaurs. The childminder also uses books to develop children's understanding of similarities and differences. For instance, children learn about different festivals and cultural celebrations. Together, they use texts and discussions to explore how other people live. This supports children to learn about the world around them.

- Younger children's care needs are met sensitively. For example, the childminder kindly and discreetly asks children if she can change their nappy. Children gladly agree and happily converse about their favourite toys during the experience. This highly respectful practice promotes children's emotional security.
- The childminder regularly evaluates her provision. She develops her own knowledge to increase her offer to children. For example, she engages in training to increase her understanding of effective use of technology in the early years. The childminder also identifies areas of her curriculum that she would like to strengthen. Through practice such as this, the childminder raises the quality of education she provides to children.
- Parents are fully involved in children's experiences with the childminder. They share positive views about the communication they receive and the enriching outings children go on. The childminder develops strong partnerships with parents. She regularly shares progress information and offers suggestions for activities to try at home. This means parents receive support to extend children's learning further at home.

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:

- improve interactions to increase children's focus during planned activities to extend their attention on learning for longer periods.

Setting details

Unique reference number	EY425549
Local authority	Hampshire
Inspection number	10399813
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Chandler's Ford area of Hampshire. She provides care for children Monday to Friday, from 8am to 6pm, for most of the year. The childminder receives funding to provide free early years education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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.
- Parents shared their views of the childminder with the inspector.
- 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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