

Childminder report

Inspection date: 3 September 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

The childminder provides a welcoming, homely and inclusive environment for children. She is full of joy and enthusiasm and shows a genuine warmth and kindness towards the children. For instance, she takes the time to help newer children to settle in by offering lots of cuddles and reassurance. This helps them to feel safe, secure and ready to start their day. Children demonstrate their happiness and thoroughly enjoy their time with the childminder. For example, they confidently seek her out for support when needed and to join in with their play. The childminder encourages other children to play alongside them, helping them to develop their social skills and recognise friendly behaviours.

The childminder plans a broad and balanced curriculum, which meets the needs of all children. For example, she has a good understanding of their unique personalities and quickly identifies children who may need additional support. She knows what children need to learn next and adapts activities to meet their developmental needs. This supports all children, including those with special educational needs and/or disabilities, to make the progress they are capable of.

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

- The childminder provides lots of exciting activities that support children's physical skills. For instance, babies enjoy tummy time where they develop their core strength. Older children practise their coordination skills as they ride on tricycles and rock back and forth on see-saws. Children enjoy a range of activities that strengthen their small muscles in their hands. For example, they demonstrate perseverance as they unwrap tin foil with their fingers. Children show great excitement to discover the different objects the childminder has hidden inside. These opportunities help to build on the muscles children need, in preparation for early writing skills.
- The childminder gets to know children and their families before they start. She gathers key information from parents and offers plenty of settling-in sessions, including home visits. This helps to build strong relationships from the onset. However, on occasion, when making exceptions to the usual adult-to-child ratios, the environment can become very busy. During these times, some children become unsettled and restless. This does not consistently support children who are settling. Despite this, the childminder shows a reflective and caring attitude towards children. For instance, she recognises and responds to their care needs when they are tired or hungry.
- The childminder places a strong focus on developing children's independence. For example, she provides children with daily tasks, such as preparing their snacks and tidying away their toys. The childminder is readily available to offer help, when needed. For instance, she uses lots of encouragement as children try

to peel the skin off oranges. This supports children's growing confidence in their own abilities and to master new skills.

- The childminder supports children's communication and language well. For example, she acknowledges babies' sounds and babbles, encouraging meaningful back-and-forth interactions. Older children hear new words such as 'walrus' and 'hammerhead shark' when playing with sea creatures. Children have great fun singing their favourite songs with the childminder, creating a happy and joyful atmosphere. She teaches children to sing in a variety of ways and introduces descriptive vocabulary such as 'whisper' and 'loud'.
- The childminder is a positive role model. She consistently praises children for using good manners and sharing toys. Overall, children behave well and are beginning to form good friendships. For example, they giggle together as they jump and splash in puddles, holding each other's hands. However, occasionally, when minor conflict occurs, the childminder does not always support children to acknowledge the feelings of other children involved. This does not support children to develop their positive behaviour even further.
- The childminder regularly evaluates her provision and keeps her knowledge current. For example, she keeps herself up to date with the latest guidance and legislation. She regularly meets with other childminders to share good practice and will access support, when needed. This helps her to provide children with a good-quality provision.
- The childminder has extremely good relationships with parents. She communicates with parents on a day-to-day basis, sharing information about their children's day and the activities provided. Parents are invited to regular parents' evenings to discuss their children's learning and how they can support this at home. Parents are full of praise for the 'friendly' childminder and comment on the good progress their children make.

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 further the arrangements for children who are settling to ensure that the needs of all children are consistently met
- build on behaviour management strategies to help children to understand the impact of their behaviour on others.

Setting details

Unique reference number	EY432139
Local authority	Isle of Wight
Inspection number	10394877
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	0 to 2
Total number of places	6
Number of children on roll	11
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2011. She lives in Sandown, Isle of Wight. The childminder provides care Monday to Friday, from 7.30am to 6pm, throughout the year. The setting receives funding to provide free early education to children aged from nine months to four years.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the provision 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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