

Childminder report

Inspection date: 10 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

Children look happy and settled in the childminder's home. They gladly greet visitors and tell them about their favourite toys. The childminder builds strong relationships with children. For instance, she talks to them about their interests. Children excitedly play with pretend tools. They learn new words, such as 'screwdriver' and 'drill', as they mimic different actions. The childminder encourages children to play kindly with one another. Children sit with the childminder for reassurance and cuddles as they talk about the day ahead. The childminder tells them about the different activities that are available and encourages them to explore blocks and books.

The childminder plans to implement a broad curriculum. She takes children on interesting outings in the local community to increase their experiences. For example, she takes them to farms to teach them about different animals and develop their vocabulary. Furthermore, she considers how to use outings to build on children's physical development. For example, when she plans for children to develop specific skills she takes them to parks, soft-play centres and open spaces to help them learn to climb, run and balance.

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

- The childminder considers key learning that she wants children to achieve. For example, she wants children to learn to have strong fine motor skills. She makes plenty of resources available for children to explore writing and drawing on different surfaces. Children make marks with excitement.
- The childminder understands the assessments that need to take place to support her planning for children's learning. For example, she is aware of how to complete a written summary showing children's progress when they are two years old. However, at times, the childminder does not assess children's starting points effectively when they first join. This means that she does not know precisely what children already know or need to learn next.
- Children enjoy a range of resources that promote a focus on learning. When children play with shaped magnets, the childminder supports them to construct successfully. She talks to children about the different shapes. Children learn words such as 'square, diamond' and 'triangle'. They try hard to remember them and begin to identify them correctly. Children learn about mathematical concepts.
- The childminder knows children need to learn about being independent in preparation for the next stage of their education. However, she often does simple tasks for them and does not consider ways to continuously promote this learning throughout her setting. This means that, at times, older children are not fully supported to develop strong independence skills.

- Overall, children behave well. However, at times, the childminder does not support children to understand their behaviour or the impact of their actions on others. For example, the childminder knows what she wants children to learn about positive and respectful behaviour. Although, she does not regularly share messages that promote these rules or boundaries with children. This means that children do not consistently understand what is expected of them.
- Mealtimes are a sociable occasion. Children sit well together and talk about their favourite foods. The childminder encourages children to think about the nutritious foods in their lunch boxes. Together, they talk about the health benefits of fruits and vegetables. This supports children to learn about elements of a healthy lifestyle.
- The childminder is sensitive and respectful when completing children's hygiene routines. She kindly asks children if she can change their nappies. Children are happy to agree and talk to the childminder throughout. This supports children's emotional well-being.
- Parents provide positive feedback about the childminder. They discuss the exciting experiences that the childminder takes children on. The childminder provides parents with regular updates each day. She also works well with other agencies involved in children's care, such as Portage workers and speech and language teams. This means that children benefit from a shared approach to their education and care.

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:

- make better use of assessments when children first start to know precisely what children need to learn next
- increase opportunities for older children to carry out tasks for themselves to further develop their independence skills
- provide consistent messages to children to support them to understand the expectations for their behaviour.

Setting details

Unique reference number	EY435195
Local authority	Hampshire
Inspection number	10398496
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Porchester, Hampshire. She operates all year round from 8am to 5.30pm, Monday to Friday. The childminder provides funded early education for all eligible children. She has an 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 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 and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed written feedback from parents.
- The childminder and the inspector carried out a joint observation of a group activity.

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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