

Childminder report

Inspection date: 22 April 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 receive a warm and friendly welcome from the childminder as they arrive. They confidently say 'goodbye' to their parents and get involved with activities. Children demonstrate that they feel safe and secure with the childminder. Together, they engage in meaningful conversations about their holidays and outings. Children communicate with enthusiasm as they talk about going on an aeroplane to see their relatives.

The childminder positively supports children's behaviour. She teaches children to understand what is expected of them and how their actions impact others. For example, she provides gentle instructions about how to take turns as children play with wooden bricks. The childminder also models good manners, such as saying 'please' and 'thank you'. Children learn to behave well and share as they play.

Children enjoy experiences that extend their learning. For example, the childminder develops children's understanding of the natural world. Together, they discuss the lifecycle of a frog. Children are interested in their learning as they excitedly look for adult frogs in a picture. Children develop new knowledge to prepare them for their future education.

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

- The childminder provides plenty of opportunities for children to enjoy books. She happily reads to them and builds their interest in the narrative. The childminder asks questions to check children's comprehension of what is happening. They become involved in the story and excitedly count the birds they can see on the page. Children's love of reading is promoted securely.
- Children's communication and language skills are increased. The childminder engages children in frequent open conversations. For example, they talk together about their favourite animals. Furthermore, the childminder uses opportunities to check children's knowledge of new words, such as 'huge'. Children explain that they think it means 'really big'. They confidently demonstrate what they know and can do.
- The childminder has adopted a well-constructed curriculum and, overall, it is implemented well. However, the childminder does not consistently consider how to teach children about equality and diversity. For instance, she does not regularly plan learning to promote children's curiosity about different cultures and backgrounds in the wider community. This means that this area of the curriculum is slightly weaker and children do not consistently benefit from planned experiences that prepare them for life in modern Britain.
- The childminder provides children with learning that increases their understanding of good health. For example, the childminder talks to children

about the health benefits of different fruits and vegetables. Children also demonstrate their knowledge of the importance of good hygiene. For example, they explain that they must wash their hands to get all of the germs off. Children develop a good understanding for how to lead a healthy lifestyle.

- Children are highly independent. They demonstrate confidence as they complete tasks for themselves. For example, they select their own resources and put their boots and hats on to go outside. The childminder provides plenty of opportunities for children to frequently practise new skills, such as scooping their own cereals at snack and putting toys away correctly.
- The childminder creates exciting activities to support children to develop the muscles in their hands ready for early writing. For example, young children focus intently as they push plastic pins into a board. Children demonstrate positive attitudes to learning as they try hard with their activities.
- The childminder builds partnerships with other professionals involved in children's education. For example, she liaises with other early years settings that children attend. Together, they construct collaborative plans for children's learning. Children's educational experiences are enriched through this shared approach.
- Parents feel involved in children's learning. They explain how the childminder engages with them regularly to update them about children's progress and development. The childminder also gathers information about children's home learning and experiences so that she can prepare activities that build on their interests. Parent partnerships are secure.

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:

- enhance the curriculum to promote equality and diversity more consistently to help prepare children for life in modern Britain.

Setting details

Unique reference number	112818
Local authority	Hampshire
Inspection number	10394479
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	3
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 1989 in Stroud, near Petersfield, in Hampshire. She provides care for children on Monday, Tuesday and Thursday, from 8am to 6pm, for most of the year. The childminder has an appropriate level 3 childcare qualification and provides government funded early 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 her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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 provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.

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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