

Childminder report

Inspection date: 9 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 develop warm, trusting bonds with the childminder, who offers a nurturing home-from-home environment. Children play happily and demonstrate they feel safe and secure. They respond positively to the childminder, who they have built a very strong relationship with. The childminder is a positive role model. She teaches children about her expectations for behaviour through her kind and caring interactions. Consequently, children are considerate of each other, they learn to be polite and courteous and value and respect their friends. For instance, younger children readily seek out older children to play with. When they bring favourite toys to share, older children talk about what characters they are and show genuine interest in their friends.

The childminder plans a varied curriculum for children, which follows their individual interests and abilities. For instance, as children play with cars, the childminder teaches them the names of colours. Children learn to group cars in colours, compare size and consider the different types of cars, who might use it and where it might go. The childminder uses these opportunities to model language and support children's growing conversational skills. Children listen attentively as the childminder gives them time to think through and share their ideas. This helps to build children's confidence in communication and supports good foundations for future learning, including school when the time comes.

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

- The childminder is passionate about her role and creates a loving home environment, where children can thrive. In the early mornings and evenings, the childminder provides wraparound care for school-age children, many of whom have attended her setting for their early years education. Parents and children's feedback is highly complimentary. Parents say that the childminder goes above and beyond to support their families and children, including when they need extra help or support. Older children say, 'the childminder listen to my worries and helps me feel proud and brilliant.' The childminder's focus on building emotional security for children is a strength of her practice.
- The childminder gets to know children well. She has a good understanding of children's development and uses her observations to identify gaps in children's learning. The childminder tailors activities to support children's individual interests. She checks their progress effectively to ensure that children meet their early development goals. When the childminder has concerns about any emerging gaps in children's learning, she knows how to take immediate action to engage with parents and other services if required. This approach to early intervention helps to ensure that any gaps in children's development close quickly. Consequently, all children are supported to make good progress from

their starting points.

- Overall, children are learning to take some responsibility for age-appropriate tasks. For instance, children learn how to take off their shoes as they arrive and put away their bags, to keep their environment safe and tidy. However, at some mealtimes, the childminder has not fully explored opportunities for children to develop their independence further. At times, the childminder peels fruits and serves foods to children without fully considering how valuable opportunities, such as these, can promote children's independence and practical skills to a higher level.
- Children benefit from a wealth of opportunities to learn about the importance of routines that support their good physical health. Children benefit from nutritious meals the childminder provides. They enjoy active play in local parks and trips to the beach and water park, which the childminder embeds in daily routines. The childminder teaches children good oral hygiene. For instance, children learn about the importance of brushing their teeth after breakfast time, as they get ready to go to their school and pre-school. These routines help children develop healthy habits for the future.
- The childminder understands the importance of working with other early years settings children attend to share information about children's development. Relationships have been established, however, some of these are in their infancy and the childminder has not shared or sought a full range of information about children's learning, to help promote consistency in their learning and development to its fullest.

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:

- extend opportunities for children to develop their independence, particularly around mealtimes
- consider further ways to extend information sharing with other early years settings to fully support and complement children's care and learning experiences.

Setting details

Unique reference number	119830
Local authority	Isle of Wight
Inspection number	10398329
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in East Cowes, Isle of Wight. The childminder provides care for children Monday to Friday from 6.30am to 6pm, all year round, except for family holidays. The childminder is registered to provide government funded early education for eligible children.

Information about this inspection

Inspector

Tara Naylor

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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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.
- Parents and children shared their views of the setting 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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