

Childminder report

Inspection date: 16 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, welcoming and stimulating environment in which children can play freely and learn. She is caring and patient, which helps children to feel secure and form strong attachments. The childminder has a good understanding of what interests children, and she uses this information to plan a stimulating curriculum that strongly supports children's emerging vocabulary, imagination and independence skills. Information is gathered from parents about children's routines and what they like to play with. This helps the childminder to plan effectively for what children need to be learning next based on their existing knowledge.

The childminder's calm nature positively influences how children behave. She gently guides children as they play. They demonstrate that the familiar routines provide them with reassurance. The childminder supports children well in their transitions. For example, they have an awareness when an activity is about to finish and what will happen next. This approach strongly supports children's emotional well-being.

The childminder supports the development of children's language, communication and literacy skills effectively. She provides a constant narrative as children play. The childminder provides younger children with sufficient time to process what has been said. This enables them to absorb words, such as the names of everyday objects, and they repeat them back to the childminder. Children frequently look at books and have stories read to them. The childminder uses children's recent experiences, such as a visit to the vets, to introduce a picture book about small animals.

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

- The childminder reflects well and has undertaken recent training that has helped her to make improvements and address the weaknesses raised at her last inspection. She works well with outside professionals to identify training needs. This helps her to understand the recent changes to the early years foundation stage. The childminder's recent safeguarding training has given her the knowledge to swiftly respond if she has concerns about the welfare of a child.
- The childminder works closely in partnership with parents and other professionals, such as schools and pre-schools. This promotes continuity in children's learning. The childminder ensures that children develop the key skills they will need for their future learning, such as being independent and having good communication skills. She provides parents with daily updates regarding children's care routines and activities that they have enjoyed. The childminder writes detailed reports that outline children's development and what they are

learning. This helps inform parents about children's achievements and possible areas for development.

- Generally, the childminder understands how children learn and uses this knowledge to identify each child's stage of development and their next steps. She provides a mixture of child-led and adult-planned activities that stimulate children to learn. However, the childminder does not always know how to plan and implement children's next steps of development. For instance, she encourages children to develop their writing skills. Although some children enjoy taking part in these activities, the childminder tries to teach the youngest children how to write and identify letters that they do not understand. Children find these tasks too challenging, as they are not developmentally appropriate for their age
- The childminder knows the children very well and is aware of their individual care routines. She quickly responds when children are feeling hungry, in need of a nappy change or are tired. The childminder is very tactile in her approach and children readily hold out their arms for a cuddle. This helps children to feel safe and secure and enables them to develop a sense of belonging in the childminder's home.
- The childminder provides children with a rich range of activities that they may not have previously experienced. For example, children enjoy taking part in activities at the library, visiting local gardens and going to the zoo. The childminder builds on these experiences with crafts and information books back in her home. Children enjoy the opportunity to run around in the fresh air and learn about the natural world during regular countryside walks. The childminder uses every opportunity to talk about healthy lifestyles, such as when playing with children in the role-play kitchen. She encourages children to identify the toy fruits and vegetables and comments on how healthy they are.

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:

- focus more intently on the planning and implementation of the curriculum to meet children's individual needs.

Setting details

Unique reference number	111996
Local authority	Hampshire
Inspection number	10408645
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 May 2025

Information about this early years setting

The childminder registered in 1992 and lives in Winchester, Hampshire. The childminder operates from 8am to 6pm on Monday to Thursday, and from 8am to 1pm on Friday, all year round. She provides government funded places for childcare.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder explained how she organises their provision and the aims for the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documentation that was made available 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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