

Childminder report

Inspection date:

30 September 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and content in the safe, secure and welcoming home environment that the childminder provides. Children confidently follow a familiar routine as they arrive, which includes putting on their slippers and finding their photo to stick onto a board to show who is present that day. Children have their own colour-coded bowls, cups and other resources, which also helps them to feel a strong sense of belonging.

Children benefit hugely from the childminder's ethos of not only getting children ready for school but also ready for life. The childminder incorporates important life skills into children's learning, such as road safety and setting the table for mealtimes. Children enjoy visiting local cafés, where they chat with adults and order their own 'babyccino', which develops their confidence in speaking to others.

The childminder places high priority on supporting children's self-esteem and good behaviour. She encourages children to be considerate with each other, and they consistently follow instructions, demonstrating respect for the childminder. For example, when children want to get out new toys, they happily follow her request to tidy away other resources first, taking responsibility and showing that they care for their environment.

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

- The activities and resources provided by the childminder are meticulously planned around children's current interests and stages of development. For example, when children recently identified in a shop that some trolleys were bigger than others, the childminder used this as a learning opportunity to teach the children about 'big' and 'small'. Alongside the current theme of autumn, the childminder obtained pumpkins of different sizes and introduced new vocabulary, such as 'tiny'. She also skilfully weaved in literacy as she read stories to the children, such as 'Goldilocks and the Three Bears', using mathematical language, including 'small', 'medium' and 'large'.
- The childminder provides a range of rich experiences for children to promote their senses. They explore pumpkins, popcorn and pine cones and develop their fine motor skills as they use tweezers and scoops to pick up coloured pompoms. Again, the childminder expertly extends children's vocabulary and language skills as she tells the children to 'squeeze' the tweezers. Children show a great sense of pride when they manage to pick up items using the tweezers and say, 'I did it!'
- Children have a wealth of opportunities to socialise, learn about others and feel part of the community. They visit local playgroups and parks, as well as the library and fire station. The childminder brings in friends to teach children art for

Diwali. Children have many opportunities to be outside and benefit from the fresh air. The childminder takes them to weekly forest school sessions where children explore the natural world and engage in more risky play. The childminder often takes children to the beach and even very young children confidently recall these trips, showing that their knowledge is being embedded.

- The childminder ensures that children are given a voice in the setting and feel valued. She takes time to listen to what children have to say, and each week, children are encouraged to pick an outing of their choosing. Even very young children demonstrate kind and caring behaviour towards each other. For example, when playing on a roundabout, toddlers make sure it goes slower for their younger friends.
- The childminder is passionate about her work with children. She is very motivated and has completed a wide range of training to continually extend her skills. For example, the childminder has accessed additional safeguarding training to deepen her understanding of child protection issues. She has also attended training on patterns of behaviour during play, which has helped her to support children's very good progress.
- Partnerships with parents are outstanding. The childminder is committed to knowing the children and works in close collaboration with families. Parents appreciate the childminder's wealth of experience and comment very positively on how the childminder adapts activities so that all children can safely join in. They notice the caring attitude that children demonstrate towards each other and say that their children often ask after the childminder at weekends. Partnerships with other settings that some children attend are also exceptional. Information is shared frequently so that everyone works collaboratively to meet the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2756919
Local authority	Hampshire
Inspection number	10349465
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in 2023, having previously been registered with a childminding agency. She lives in Farnborough, Hampshire and operates her provision Monday to Thursday, from 7.30am to 6pm, and Fridays from 7.30am to 4pm, for most of the year. The childminder provides government-funded early education places for children aged from nine months to four years.

Information about this inspection

Inspector

Nicky Hill

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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents 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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