

Childminder report

Inspection date: 23 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this childminder. They show great excitement in the opportunities the childminder provides them and an eagerness to learn. Children relish the time spent at the forest school sessions organised by the childminder. They explore natural materials, learn how to respect their environment and how to keep themselves safe. Even the youngest children remain highly engaged in their chosen activities in the woods and spend significant periods of time engrossed in their play. For example, some children become absorbed in modelling clay and show very strong communication and language skills as they tell the childminder about the 'worms' they have made. They count their 'worms' and confidently recall how they previously found caterpillars in the trees when they last went to the allotment. Other children express their artistic skills as they paint with mud mixed with water.

Children's behaviour is exceptional. They patiently wait their turn and show care and concern for each other. For example, older children pass water bottles to younger children when they need a drink. Children confidently welcome visitors to the setting and demonstrate high levels of self-esteem and security, thanks to the wonderfully warm atmosphere and the genuine praise they receive from the childminder.

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

- Children benefit enormously from the childminder's effortless ability to think up imaginative teaching strategies and share her own awe and wonder of the world in which we live. The childminder shows a deep understanding of how children learn. She demonstrates an excellent commitment to her own professional development and it is clear that she uses the knowledge she gains to consistently benefit the children. For example, the childminder's forest school training is being used to greatly enhance children's understanding of nature and the world around them.
- The experiences the childminder provides children outdoors is inspirational. Children happily sing songs on their walk to the woods and sing about the animals who live there. They mould clay into faces, stick them to the tree trunks and add natural materials, such as ferns, to make ears. Children help the childminder to grow fruit and vegetables, such as strawberries, tomatoes, peas and potatoes in the allotment and, as a result, gain an excellent understanding of food that is good for us and how it is grown.
- Children are developing an outstanding understanding of how to keep themselves safe. In the woods, they talk about the plants and berries they must avoid. As the childminder prepares a fire, the children talk about why they have two buckets of water on standby and they know to walk outside the fire circle

before joining the childminder to roast a marshmallow. The childminder carefully supports the children to use the flint and steel to make a spark and they delight in pretending it is a dragon saying 'achoo'.

- Children benefit from the positive relationships the childminder has with people in the community. For example, the childminder has established links with the local 'Men's Shed', a community space where men enjoy practical hobbies and share skills. The 'Men's Shed' has supported the childminder to create her forest school, such as by making the children a mud kitchen and some bird boxes. In return, the childminder and children make cakes for the men, visit for a chat and think up fundraising activities to help with their projects.
- The childminder has very high expectations of what children can achieve, right from a young age. She uses her excellent knowledge of each child and their family to build on the experiences that children have at home. Parents offer the highest praise for this setting. They comment on the childminder's professional approach, how she has the children's best interests at heart and how the children flourish in her care.
- Children are confident speakers. The environment is rich in text and language opportunities. For example, the childminder takes children to borrow books from the library and she also offers a borrowing service from her home, so that children can share stories with their parents. The childminder also takes children to early years language groups, to really support children in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a comprehensive understanding of her role in keeping children safe. She regularly completes training and attends webinars, such as on case reviews, to ensure she has a secure knowledge of current practice and the signs and behaviours that may cause concern regarding a child's safety and well-being. The childminder's risk assessments are extremely robust. She ensures she is very well prepared for her forest school and fire-making activities. The childminder is highly vigilant in her supervision of children. Children demonstrate through their behaviour that they feel entirely safe and secure in her care.

Setting details

Unique reference number	EY482762
Local authority	Hampshire
Inspection number	10219900
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 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Church Crookham, Hampshire. The childminder operates three days a week, all year round. She accepts funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Nicky Hill

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector accompanied the childminder on a forest school outing and observed the quality of education being provided outdoors. The inspector assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- 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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