

Childminder report

Inspection date: 11 January 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy and extremely settled in this outstanding setting. They follow the routines of the day remarkably well. The behaviour displayed by even the youngest children is exemplary. The childminder models positive behaviour. Children mirror her kindness and are very polite with each other and adults. The childminder manages minor disputes between children sensitively. For example, when two children request the same toy, the childminder encourages children to think and talk through how they can resolve this. Children enjoy very warm, nurturing relationships with the childminder.

The childminder plans a curriculum that has a strong emphasis on outdoor educational experiences, and the use of natural and real resources. Children demonstrate an impressive understanding of the changing seasons. They explain why birds migrate in the winter and talk about the blossom growing on the trees in springtime. The childminder regularly introduces new knowledge to children. For instance, during story time, she carefully explains the nocturnal animals and what this means.

During the COVID-19 pandemic, the childminder distributed high-quality play trays that she matched to children's individual needs. This helped to support children's learning at home. Children enjoyed the childminder's weekly story sessions which they accessed electronically.

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

- The childminder has an extensive understanding of how young children learn. She applies this to her decisions about what to teach children. The childminder knows how to sequence children's learning. She understands the basic skills that children need to build on. The childminder provides a highly stimulating environment, which helps her to deliver the intended curriculum exceptionally well. The childminder has high expectations for children and continually provides them with challenges. She enhances and extends children's learning as they play. All children make rapid progress. They show high levels of enthusiasm and sustained interest during activities.
- Children's communication and language skills develop superbly. The childminder frequently repeats words that young children attempt to say, helping them to pronounce words correctly. She extends children's vocabularies by regularly introducing new words, such as 'scales' and 'portholes'. All children happily choose their favourite books to look at. Older children demonstrate their love of books and storytelling by reading stories to their younger friends.
- Partnerships with parents are remarkably strong. The childminder shares quality 'significant moments in learning' with parents weekly. All parents use this

information to build on their children's learning at home. Parents delight in attending the half-termly exhibitions of their children's learning. Children proudly show their parents the large floor books, talking through what they have been doing and what they have learned with them. Parents express the highest of praise for the childminder. They describe her as 'brilliant, friendly and caring'.

- The childminder demonstrates a deep understanding of how young children learn. She accesses a wide range of professional development and applies her new knowledge to her practice. For instance, the childminder further supports children to develop their literacy and numeracy skills with the introduction of the 'snack-leader role'. She reflects on all aspects of her provision and practice and includes parents through discussions and written feedback.
- The childminder captures children's enthusiasm and excitement to learn by planning exciting, stimulating activities. For example, children are in awe as they carefully touch the scales of a fish that is in the discovery tray. They talk about the texture of the fish and describe it as 'cold' and 'slippery'. The childminder challenges their thinking by encouraging them to consider where the fish might have come from. With great excitement, children open the fish up to reveal its bones. Children show advanced levels of focus and small-muscle control as they carefully use the tweezers to take out the fish bones.
- The childminder supports children to learn about the culture of their own community. For instance, children take part in the local Christmas tree festival. The childminder introduces children to other cultures and beliefs using their existing knowledge, experience and understanding. For example, she links the celebration of harvest to the Chinese moon festival and explains how both cultures celebrate their own unique festivals. The childminder works closely with other providers and this partnership has a positive impact on children's learning.
- The childminder encourages children's high levels of independence, which promotes their confidence and self-esteem. For instance, children confidently prepare their own snacks and serve themselves at lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her duty to keep children safe. She talks through the signs and symptoms which may cause her concern and understands broader issues surrounding child protection. The childminder fully understands the local procedures to follow if she has a concern about a child. She conducts daily, visual risk assessments in her home. The childminder is vigilant at conducting risk assessments when she goes out in the community. Children regularly practise fire drills with the childminder. This helps to ensure that they know how to respond to an emergency.

Setting details

Unique reference number	2540005
Local authority	North Yorkshire
Inspection number	10214800
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Knaresbrough, North Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Judith Bodill-Chandler

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- 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 and inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022