

Childminder report

Inspection date:

1 August 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 curious, confident and highly motivated to learn at this very inclusive and welcoming setting. They have rich opportunities to learn about nature and the natural world. Over time, children observe as frog spawn in the garden pond turns to tadpoles and then frogs. They hunt for butterflies in the nearby nature reserve. Children take clipboards with pictures and names of butterflies to help them identify those they see. They explore in the wildlife garden and help bake cakes using fruit from the apple and pear trees in the large, enclosed garden. Children are growing rapidly in independence. They put on their own coats and boots as they go outside to play.

Children explore life outside the setting through trips to local museums, festivals, the cinema and theatre. They learn about transport as they travel with the childminder by train and by bus. Children visit other local amenities, including a community cafe in local sheltered housing. Here they meet with and chat to elderly residents. Children are beginning to make their own choices and decisions. For example, they choose which fruits they would like at snack time. Children decide what they would like to play with. They mix and move toys and resources around freely as they experiment, explore and investigate. Children are very happy, settled, secure and confident to ask for help when needed. They learn to share and be patient as they take turns to make home-made slime. There is a very strong emphasis on respect, being kind and playing cooperatively together.

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

- The childminder is very experienced and knowledgeable. She has an in-depth understanding of how children develop and learn. It is clear from the detailed information the childminder shares with parents, that children make rapid progress in their learning. The childminder knows children individually extremely well. She understands where they are in their development and what they need to help them embed and extend their learning further.
- Relationships between the children and childminder are superb. The childminder is patient, calm and kind. She is passionate about children's learning and helps them celebrate their achievements. The childminder praises and encourages children. This helps to raise their confidence and self-esteem.
- Children are encouraged to think for themselves and express their own ideas and opinions. For example, they decide where best to place cushions as they build pretend slides and ball pools in the playhouse outside. The childminder follows the children's interests and lead in play. She provides timely, sensitive interventions to extend their learning still further.
- There is a very strong emphasis on children's well-being. Children learn about healthy eating and where their food comes from. They help to grow herbs in the

garden and vegetables, such as peppers and cucumbers. Children discuss with the childminder what they would like to grow. They travel with her by bus to buy seeds before planting them in the propagator and then in the beds outside.

- Children benefit from rich opportunities for exercise and outdoor play. They swing and stretch on equipment in the garden. Children learn to ride bikes. They practise first on push-along trikes and balance bikes before moving on to bikes with pedals. The childminder uses any additional funding she receives to plan exciting outings to help stimulate children and broaden their horizons.
- Support for children with special educational needs and/or disabilities is outstanding. The childminder completes relevant training to support children's specific health needs. She works closely with parents and health professionals to provide outstanding support for all children in her care. The childminder adapts resources and activities to include all children.
- The childminder provides very strong support for children's developing communication and language skills. She uses detailed, descriptive language to describe children's play. For example, they pretend to wash toy cars in the garden and water plants. Children regularly attend a local singing group. They delight in sharing stories with the childminder.
- Excellent support for mathematics is woven through everyday activities. For example, children compare how tall they are. They discuss whether the shape and size of the slime they have each made are different or the same. Children discuss varying shades of colour. They investigate how colours change when they mix them together.
- The childminder places a very strong emphasis on her continuous professional development. She regularly shares ideas with other childminders. The childminder completes training and research to keep up to date and continually improve her practice.
- Feedback from parents is excellent and partnerships are strong. The childminder forms very strong links with local schools. She shares detailed information with teachers to help them plan for children as they move to the next stage of their learning. The dedicated childminder reflects continuously on the experiences of children and gathers the views of parents. She uses this information to continuously evolve and improve the quality of the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities in relation to safeguarding. She attends training in first aid, food hygiene and wider aspects of safeguarding. The childminder knows what might concern her about a child, who to contact and the processes to follow to help keep children safe. She provides excellent support to children to teach them how to keep themselves safe. For example, the childminder teaches children about road safety during trips around the local community. She gently reminds children to assess their own risks as they build slides with cushions in the playhouse outside.

Setting details

Unique reference number	2552089
Local authority	York
Inspection number	10226052
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the Clifton area of York. She operates all year round, from 8am to 6pm, Monday to Friday and occasional Sundays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered for funding for the provision of early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

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 childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. These included evidence about training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of parents.

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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