

Childminder report

Inspection date: 30 April 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 thrive under the dedicated care and nurturing of the childminder. The childminder gives children the words and actions to understand their emerging feelings and how they can learn to deal with these. She takes time to offer children cuddles when they wake from their sleep. The childminder is an excellent role model for children to learn from. She consistently teaches children about the impact of their behaviour and has high expectations of them. As a result, children demonstrate wonderful behaviour to each other and towards adults. This helps children to feel safe and secure.

Children benefit hugely from the childminder's child-centred curriculum. The childminder has consistent high expectations for all children in all aspects of their learning. She has an expert understanding of how children learn and continually builds on what they know and can do. Children master the key skills they need for their future development and are exceptionally well prepared for school.

From an early age, children develop their hand-eye coordination and independence extremely well. They demonstrate high levels of focus and perseverance as they carefully search for animals in a box of oats. Children match the animals with their pictures and recall their experiences using photos from their farm visits. This helps children to make excellent progress in their learning and development.

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

- The childminder's curriculum is securely embedded in her teaching and planning. Her interactions with children are excellent, as she quickly adapts her planning to develop their play. For instance, when children use diggers to collect stones in the garden, the childminder introduces trays of paint to look at the marks that the tyres make on paper. The childminder understands the unique needs of each child and identifies children's individual learning styles, while also introducing new learning experiences to them.
- The childminder coherently sequences children's learning opportunities to positively guide their development from babies upwards, ready for the next stage of their learning. Children concentrate very well. They play with the water, filling and emptying bottles of different sizes. Children develop their hand-eye coordination as they carefully concentrate to pour water into a very small bottle. The impact of the curriculum on what children can remember and do is exemplary.
- The childminder provides a highly effective and language-rich learning environment. She models language excellently for children to learn from and skilfully teaches children of all ages how to use new words in context. As children fill and empty ladles of water and collect stones with diggers, the

childminder repeats words, such as 'scoop', 'empty' and 'fill', until children independently introduce the words into their play. Children develop a wonderful vocabulary of words.

- The childminder seamlessly threads the learning of mathematics into all that the children do. For example, she encourages children to match colours on the dough pots, count how many animals they find and count as they put on each wellington boot. Children use mathematical language as they fill and empty pans in the mud kitchen. They learn mathematics from an early age.
- The childminder makes regular assessments of children's learning to ensure that she quickly identifies any gaps in children's development and implements targeted interventions. She completes the progress check when children are aged between two and three years and shares these with parents to support the health visitor checks. This means that any support children may need is identified early.
- The childminder shows a positive commitment to the continued development of her childminding service. She reflects on her practice and identifies what she does well and the areas she can develop to enhance children's experiences in her care. The childminder has completed a wide variety of training courses to build on her already excellent skills and knowledge.
- Parents comment that they have 'struck gold' in finding the childminder. They receive daily updates and photos of their children's day and routines. Parents also receive information about their child's development on an electronic app. Parents appreciate the wonderful outings and experiences that the childminder provides for their 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	2652610
Local authority	East Riding of Yorkshire
Inspection number	10333050
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 5
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 2021 and lives in Long Riston. She operates all year round, from 7.30am to 4.30pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds qualified teacher status.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first 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 childminder and the inspector completed a learning walk together to understand how her early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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