

Childminder report

Inspection date: 29 May 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

The childminder has the highest aspirations for children. She has designed a rich, creative curriculum that is precisely tailored for individual children's needs. The childminder and her assistants are an excellent team. They know exactly what to plan for children to thrive and succeed. Every moment of the day provides superb opportunities for children to develop their skills and knowledge. Children make excellent progress over time. The childminder and her assistants celebrate every milestone that children achieve.

Children are extremely well behaved, and they treat others with much respect and sensitivity. They demonstrate great joy and energy as they play together. The childminder praises their exceptional behaviour and wonderful manners. She consistently nurtures children's emotional and social development. Children form very strong bonds with the childminder and her assistants. Consequently, children feel incredibly safe, secure and valued.

The childminder is a wonderful role model. She skilfully promotes children's early language skills through her consistently high-quality interactions. She gives children time to articulate their thoughts and ideas. The childminder responds positively when children ask questions that are prompted by their natural curiosity, such as, 'Do worms have eyes?' Children develop excellent language skills over time.

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

- The sessions are meticulously planned by the childminder to promote children's confidence and self-esteem. Children make independent choices about where they want to play. They fill watering cans to pour over their carefully tended plants. Children know when they might need some help to achieve an outcome, such as opening a packet of seeds they want to plant. The childminder provides precisely the right amount of support, so children still feel empowered.
- The childminder is justifiably proud of the skills that her dynamic and knowledgeable assistants bring to the setting. They share the same inspiring vision to provide the best possible start for children and their families. They work tirelessly to create fabulous learning environments, both inside and in the garden. Children excel from their outstanding teaching skills.
- The childminder values the many experiences that children bring from home. There is a constant dialogue between parents and the childminder that truly enhances children's learning and development. For example, children lie on the grass and tell her proudly, 'I am swimming.' The childminder knows that they have recently started swimming lessons. She is quick to acknowledge and congratulate them on their achievements.
- The childminder prioritises children's health and well-being. Children learn about

the different choices they can make to lead healthy, happy lives. They spend much of the day outside where they are physically active, and they enjoy the many benefits of fresh air. They grow and eat vegetables from the garden and learn how these are an essential part of a healthy, balanced diet.

- Children develop a strong love of stories. They go on a visit to local woods where the childminder tells them a favourite story about a bear. As they walk along the path through the woods, the children spot pictures from the story hanging from the trees. They excitedly recall what happens at that part of the story, using the words and phrases they have remembered. They look for the picture of the cave where the bear lives and tell the childminder, 'We have to run home now!'
- Parents speak in glowing terms about the childminder and her assistants. They praise the excellent standards of care and education that are provided for their children. Parents highly value the comprehensive information they receive about their children's achievements. They particularly enjoy the books and activities that children take home to further support their learning.
- The childminder is extremely proactive at evaluating the quality of her outstanding provision. She involves children, parents and her assistants to give her a balanced and holistic view of her setting and to identify future priorities. She ensures that her assistants are given time for their own professional development, so they can continue to enhance their excellent skills and knowledge.

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	2669253
Local authority	East Riding of Yorkshire
Inspection number	10339492
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 10
Total number of places	18
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Beverley. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works with two assistants who both hold appropriate childcare qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rose Tanser

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 her evaluation of her setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants children to learn.
- The inspector talked to children and the childminder's assistants at appropriate times during the inspection and took account of their views.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder and the inspector completed a joint observation of an activity and discussed the quality of teaching and learning.

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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