

Childminder report

Inspection date:

30 July 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 offers a very warm and welcoming environment. Her affectionate, caring approach ensures children settle extremely well. Children demonstrate that they feel extremely safe and secure. They confidently talk to visitors, explaining the rules of the childminder's home, for example using good manners, good listening and being kind. Children's well-being is promoted through excellent practice. They have numerous opportunities to learn about their feelings and respectful behaviours. For instance, children look in mirrors and pull different faces, such as a 'sad' face. The childminder shows children stones with images of emotions on and talks to them about feeling 'shy' and 'shocked'.

Children benefit from an exceptionally language-rich environment. The childminder inspires children to foster a love of reading and stories from an early age. Singing is part of the daily routine. For example, children sing and dance with great enthusiasm as they jump like bunnies. Children delight in taking turns to choose an object from the song bag, singing enthusiastically. Children thoroughly enjoy using encyclopaedias to learn facts, such as about the solar system. They tell visitors about 'astronauts' and the moon. Children have a deep love of books and a wonderful imagination.

The childminder consistently models new words, which promotes and extends children's communication and language development. For example, as children role play making pizzas for their pizza party, the childminder repeats words such as 'pepperoni' and 'mushrooms'. Children develop excellent small physical skills. For example, they use rolling pins to roll out their pizza bases, and tweezers to add toppings.

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

- The childminder plans exciting opportunities for children to develop their understanding of the world and their local community. She arranges a broad range of educational outings and activities. For example, children go bug hunting in streams and forests. They visit a local duck pond and go to see alpacas, where they learn about caring for living animals. Children visit the elderly in a specialist care home and go on trips to local farms.
- The childminder is highly qualified and regularly attends training courses to enhance her already excellent practice. For example, she has undertaken training on children's communication and brain development. The childminder is proactive in setting targets to drive improvement forward and invites parents and children to contribute to the evaluation of her practice.
- The childminder provides a curriculum that expertly meets the needs of children. She uses her comprehensive knowledge to assess and track children's progress.

Parents are kept well informed about their child's progress and are invited to contribute to children's assessments. The childminder works very closely with other professionals to support children's learning further. Children thrive and make rapid progress in their learning.

- The childminder interacts exceptionally well. She supports children as they use chairs to make a train. The childminder helps children to make tickets for the train, supporting their literacy skills very well. Children then use their pretend bank cards to pay for their tickets on a credit card machine. This supports children's understanding of the world well. Children are motivated, eager and actively contribute to activities.
- Children regularly use the exciting outdoor learning environment and are encouraged to make new discoveries. For instance, they learn that sunflowers need sun and water to survive. Children use teapots to provide 'tea' for the childminder. They use paintbrushes to make marks with water on blackboards. Children have excellent opportunities to develop their hand-eye coordination.
- The childminder supports children's understanding of good health and hygiene procedures very well. For example, she takes children to supermarkets, where they purchase vegetables and fruits to try. Children help to grow vegetables, such as tomatoes and potatoes, to add to their daily food choices. Children learn the importance of good oral health through discussions and planned activities.
- Children show extremely high levels of independence and are well prepared for their future move to school. They use the bathroom, wash their hands and put on their shoes for outdoor play. Children use age-appropriate knives as they chop their fruit for snack.
- Children think about their ideas and experiment with different ways to approach tasks. For example, they match the shapes on the bottom of plastic eggs to the shapes in an egg box. The childminder uses expert teaching to purposefully question children during their play. For example, she asks children about appropriate clothing for different weathers.

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	2681783
Local authority	York
Inspection number	10355302
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Haxby, York. She operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She can receive funding to provide free early education for children aged two, three, four and five years.

Information about this inspection

Inspector
Kerry Holder

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 setting.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed the quality of interactions during activities.
- The inspector took into account the written views of parents.
- The inspector held a number of discussions with the childminder and children. She looked at relevant documentation and evidence of the suitability of persons living in the household.

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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