

Childminder report

Inspection date: 1 August 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 in the care of this nurturing childminder. They form strong attachments with the childminder. Children demonstrate they feel settled, secure, and ready to learn. She knows all of the children and their families extremely well. This helps children to feel valued and promotes their self-esteem. Children beam with pride when they are praised for their lovely manners and helpfulness. The childminder is highly attentive to children's needs. She recognises when they need a cuddle. Quieter children are invited to join their friends as they play. They also benefit from dedicated time with the childminder to ensure they experience high quality interactions with her. The childminder's encouragement supports children to develop their confidence and perseverance. She does not rush children as they practise important skills such as putting on their own shoes.

The childminder has created a safe and interesting environment for children to build on their interests and expand their knowledge. Resources are thoughtfully organised to help children to make independent choices about what they want to do. Opportunities for children to mark make and manipulate dough are popular. These help to develop children's finger muscles, ready for writing. Much of the learning takes place outdoors. Here, children learn about the natural world. Children explain that they recently went to see what had happened to the tadpoles they had found. They also develop their physical skills as they practise climbing, balancing, hopping, and jumping. They use their imaginations as they work together to create a den. These rich experiences help children to become confident and inquisitive learners.

Parental feedback is highly positive. They recognise the impact the inspirational childminder and her co-childminder have had on their children's learning and development.

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

- The childminder and her co-childminder work tirelessly to ensure they provide the highest quality of care and education for the children in their care. The childminder regularly accesses training. She reviews her practice constantly and carefully considers if any changes would benefit the children. For example, she identifies when daily routines could be improved to maintain children's attention and engagement. This ensures that children's needs are always being met in the best possible way.
- The curriculum the childminder provides builds on children's curiosity. She is highly skilled at knowing when to stand back and observe children's play, and when to join in. This approach helps children to develop their concentration and perseverance. Even the youngest children become absorbed in their play. The

childminder makes sure that all children have opportunities to develop a wide range of skills and take part in lots of different types of learning.

- There is a strong focus on promoting children's communication and language skills. The childminder understands how to sequence children's learning. This supports children to make excellent progress, from initial babbling to holding superb conversations with their friends. They listen to each other and take turns to contribute. The childminder is vigilant in identifying children who may need additional support to make progress with their speech. She works with parents so they know how to help their children at home.
- Children develop a real love of books. There is a superb variety to choose from. This includes the 'terrific ten', which have been specially selected to introduce key themes and values such as cultural diversity and resilience. Children spend considerable amounts of time sharing their favourite stories with the childminder. She reads to children with skill, incorporating questions to help extend children's learning, for example about counting and rhyming words.
- Partnerships with parents are highly effective. The childminder collects a wealth of information about children's interests and routines before they start attending. This helps the childminder to meet children's needs as they settle in. There is then an excellent two-way flow of communication between the childminder and parents. They get regular information about their children's learning via an app. Parents are also encouraged to share updates on their children's development with the childminder. This supports the childminder's planning for children's next steps in learning.
- Children's social skills are excellent. Younger children happily play alongside each other. Older children work together as they help to tidy up. Lunchtime is a wonderful part of the day. Older children help the younger children to find their name, so they know where to sit. Children choose the music they would like to listen to while waiting for their food. This helps create a calm atmosphere as adults and children sit together and enjoy the freshly prepared food.
- Children learn how to keep themselves safe and healthy. The childminder reminds them to drink plenty of water on a warm day. They learn how to wash or sanitise their hands properly. They benefit from plenty of fresh air and exercise and discuss making healthy food choices. The childminder shares information with parents about online safety.

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	2756574
Local authority	North Yorkshire
Inspection number	10349427
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 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works with a co-childminder at the co-childminder's home in Brompton on Swale, North Yorkshire. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for family holidays. The childminder holds an appropriate qualification at level 5. She works alongside an assistant. The childminder offers funded early years education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector.
- The inspector considered written feedback from parents.
- 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.

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