

Childminder report

Inspection date:

10 September 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 are treated with exceptional warmth, care and consideration. They are central in every decision that the childminder makes. Adults provide consistency and approach every situation in a calm manner, fully considering children's feelings. This helps to ensure that children's emotional needs are always met. As a result, children thrive in the wonderful, nurturing environment. The childminder plans and organises her environment with great thought. For example, the youngest children have challenges and obstacles for them to use to negotiate space and practise physical skills, such as moving themselves around on the floor and pulling themselves up.

Adults are excellent role models and are extremely empathetic. They set very high standards of behaviour which children are learning to replicate in their free play. Children are empowered to make the right choices. The childminder's excellent approach to managing behaviour focuses on positivity. Her incredible patience, calmness and her knowledge of every child as an individual is central to success in supporting children to behave well, which they do consistently.

The childminder invites professionals into her home to work with children on areas of focus to enhance her already outstanding curriculum. Young children exceed expectations and show accelerated progress towards learning goals, particularly in their personal, social and emotional development. Professional development is carefully selected to focus on areas of development which are most relevant to support the current group of children fully. The childminder extensively researches areas where she wants to find out more. She also shares her outstanding practice with national bodies through sharing information about the highly successful approaches she uses in her setting.

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

- The childminder uses a range of excellent strategies to support all children's language and communication skills. For example, adults share stories with children and model language. Younger children hear new words and sounds as they develop their vocabulary. The childminder also supports children who speak English as an additional language extremely well. She recognises their individual stage of learning and provides resources, such as visual cards, to aid their early communication skills.
- Children notice and talk about what they can see. They spot a slug in the garden and notice similarities and differences. 'Not got hands,' they say, as they compare with their own hands, counting '1, 2'. Adults ask appropriate questions which expertly extend and help to unpick what children are thinking. From this, adults can extend and deepen children's understanding of what they are

learning.

- Children are encouraged at all times to be independent. Adults ask them if they need help sensitively. They talk about buttons and zips and break down tasks into smaller chunks to enable children to succeed.
- Adults always consider children's voice. For example, they ask children if they can change their nappy before doing so and talk through the hygiene practices they follow. This helps children to know and understand what is happening and why. This supports their emotional security in the setting.
- When children are absent from the setting, such as during the summer holidays, the childminder keeps in touch with them. Virtual calls and telephone calls help children to see and speak with the childminder and tell them all about their holidays. The childminder can then plan activities and experiences which extend this new learning and build on their experiences. This helps to maintain children's sense of self within the setting making crucial links to children's life and experience at home.
- Children spontaneously share and take turns with others. They solve problems without the need for adults to intervene. For example, after an initial tussle over a glue stick an older child realised that she could get another one so that they could both carry on with their activity. This contributes to the positive, collaborative atmosphere within the setting.
- The childminder demonstrates how she supports children's learning through a sequence of activities to develop skills, such as scissor control. She notices children's achievements and thinks ahead to the next challenge. This helps all children to make the best possible progress in their learning.
- Parents are extremely happy with the way that their children are progressing in the care of the childminder, especially those who find it hard to separate from parents. They trust her decision-making. This supports each child to feel safe and secure in her care.
- The childminder has developed excellent links in the community. Together, they attend groups where they all meet and mix with others from a wide range of backgrounds, including children who have had to flee their own country. This helps children to develop their confidence in social situations beyond the childminder's home.

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	2756854
Local authority	North Yorkshire
Inspection number	10349509
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 3
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Scarborough and operates all year round from 7.15am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and she works with an assistant. The childminder provides funded care and early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Jill Roberts

Inspection activities

- This was the first routine inspection the childminder has received since registering with Ofsted in November 2023.
- The childminder showed the inspector the areas of the premises used for childminding and discussed how she ensures that they are safe and suitable for children.
- The childminder and inspector discussed the organisation of the early years provision, including the aims and ethos for the curriculum.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with parents, children, the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at a sample of documentation provided by the childminder.

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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