

Childminder report

Inspection date: 23 January 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children form very close relationships with the childminder and her assistant, developing strong attachments. They are extremely happy and feel secure, motivated and ready to learn. The childminder places a sharp focus on encouraging children to challenge themselves and take safe risks. For example, even the very young children enthusiastically manage tools such as hand drills, hammers and saws, under the excellent supervision of the childminder. Children display high levels of emotional well-being during play. They are challenged to explore and initiate their own play in a safe and enclosed environment.

The childminder provides a curriculum with a strong emphasis on outdoor educational experiences. For example, children learn about the environment and the stages of growing, producing their own fruit and vegetables. They gather sticks and describe what the sticks look like, extending their vocabulary. The childminder provides resources which the children use freely as they please. They spontaneously use their imagination and initiate their own play, adapting the resources given to them. The childminder and her assistant's use of highly skilled interactions and imaginative resources means that children make outstanding progress across all areas of learning. The activities deeply engage children and focus children's concentration very well.

Children play exceptionally well together, sharing toys and resources. Older children act as excellent role models to the younger children and encourage them to join in with their play.

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

- The childminder and her assistant are extremely knowledgeable about how to extend children's learning and development. They follow children's interests as they move around the richly resourced indoor and outdoor areas. They spontaneously follow children as they explore the environment and intervene at appropriate times, questioning and encouraging children in their play, for example when children use a ladder to climb from one obstacle to another.
- The childminder accurately and rigorously assesses children's development. She carries out in-depth observations and identifies activities to target specific areas of their learning and development. For example, the childminder recognises that some groups of children are less confident in mark making. As a result, she introduces a wide range of resources to facilitate development in this area, such as a writing den with a range of tools to hold their interest.
- Children make exceptional progress with their speech and language. The childminder and her assistant give children numerous opportunities to build on their wide vocabulary, for example as the children discuss the pomelo and

lychees at snack time. The children talk about the segments and are encouraged to feel, smell and hold the fruit, as they talk about their experiences.

- Children have excellent concentration skills. For example, they listen attentively as the assistant enthusiastically tells a story, using props and skilful methods to engage the children. This promotes their literacy skills.
- Children have an excellent understanding of the importance of keeping healthy. For example, their interest in growing food encourages them to make healthy choices and promotes their physical development. Children remind each other about washing their hands and wiping runny noses. They know about germs spreading and are aware of good hygiene practices.
- The childminder supports children's emotional well-being exceptionally well. For example, she recognises the additional emotional and physical support that children need when they move on to school. She provides an area where children can rest and be calm after a tiring day.
- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting and the childminder. They comment on the level of information shared, the outdoors focus and the range of activities provided. They like that their children experience things that they may not do at home.
- The childminder is highly reflective about the quality of her practice. She constantly evaluates the work of the setting to drive improvement. She routinely adapts the environment to maximise the benefits for children and maintains the highest possible standards.
- The childminder maintains strong links with other settings. She routinely shares information with childcare practitioners, to ensure children's development is regularly reviewed. This ensures the next steps in their learning is accurately identified.
- Children develop a can-do approach and show exceptionally high levels of independence. Very young children take off their own outdoor clothing and boots and follow their peers as they hang up their coats. This prepares children well for moving on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a very broad knowledge of child protection and wider safeguarding issues. They are fully aware of their roles and responsibilities and know who to contact if they have concerns about a child's safety and welfare. They frequently attend training to update their knowledge to keep children safe and protected from harm. The childminder helps children to know about staying safe when in and outside the home. She ensures children are aware of fire safety through regular fire drills. Fire evacuation plans are located at children's level, which ensures even the younger children know how to keep themselves safe in an emergency.

Setting details

Unique reference number	314449
Local authority	East Riding of Yorkshire
Inspection number	10117224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	19
Date of previous inspection	5 October 2015

Information about this early years setting

The childminder was registered in 1997 and lives in North Ferriby, a village in the East Riding of Yorkshire. She operates all year round from 7.45am to 6pm, Monday to Thursday, except for planned holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation, including checking evidence of the suitability of the childminder and household members.
- The inspector viewed areas of the home that were used for childminding.
- The inspector took account of the views of parents who provided written feedback.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed a range of documentation, including accident records and various policies and procedures.

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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