

Childminder report

Inspection date: 16 June 2022

Overall effectiveness	Outstanding
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 enthusiastically explore their surroundings. They are eager to take part in a range of stimulating activities that meet their interests. For example, during circle time, children request rhymes of their choice. The childminder extends children's learning skilfully. He offers children props, and encourages them to pick their friends on the 'right' or 'left'. Children benefit from a communication-rich environment.

Children are incredibly happy and eagerly join in with activities. For example, they place puppet spiders on parts of their bodies, such as the wrist, which they name zealously. Children sing with enthusiasm and remember rhyme endings. This promotes children's literacy development effectively. Supporting children's mathematical development is a key strength of the childminder. Children count and begin to recognise numbers past five. They identify shapes. For example, they ask for 'triangle' toast. Children gain the key skills which they need for their next stages of learning.

Children's behaviour is exceptional. They interact well with each other consistently and show high regard for others. For example, older children find numbers hidden in the garden for the younger children. Children learn about how to keep safe, for example when using long-handled tools in the garden, very well. They receive lots of support and encouragement to try new things. For example, children match pictures and repeat letter sounds. This helps children to build excellent levels of self-assurance and a can-do attitude.

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

- Children's language is exceptional. The childminder makes every moment a learning opportunity, such as at breakfast and lunchtime. For example, children pick plates and cups by colour, and they talk about where food comes from. Children's curious nature and outstanding attitude towards their learning are evident.
- Children eagerly play in the stimulating outdoor area. They demonstrate good physical skills and high levels of determination and perseverance. Children dig and brush up the mud, showing superb control and coordination. They challenge themselves and gain a very good awareness of taking small risks.
- The childminder enriches children's imaginations as they play. When children play outside, they pretend to run an ice-cream shop and count money out for change. Inside, they pretend to bandage a patient. The childminder brings children's play alive as he interacts expertly.
- The childminder is highly ambitious in what he wants children to learn. He plans purposeful activities that expand children's interests and capture their attention.

For example, to help children with number recognition, he encourages children to hunt for numbers outside in the garden. The childminder teaches children about their local community and the environment. For example, they talk about wild animals and what to look out for when they are out.

- Children's personal development is superbly promoted. The childminder plans experiences which promote an understanding of people, families and communities beyond their own. For example, children eagerly talk about their family vacations. They have discussions about their family differences, and what makes them unique and special. This helps children to value each other and gives them a sense of belonging.
- Children show increasing levels of independence. They take pride in doing things for themselves and develop their sense of responsibility well. For example, at tidy-up time, they stop their play and eagerly tidy away the resources. Children know how to play safely with balls indoors, such as to keep them low. The childminder praises their efforts and their teamwork. This develops children's confidence and self-esteem positively.
- The childminder actively completes training and attends local meetings. For example, he accesses training for children attending the setting, such as new babies. This strengthens and highly focuses his professional development and helps him to support children's learning even further. He regularly evaluates the quality of the provision alongside his co-childminder.
- Parents feel very well supported and included in all aspects of children's care and learning. They are extremely complimentary about the childminder and his co-childminder and comment on the positive impact that the childminder has on children's early education. For example, he shares children's daily activities and ideas to support home learning with parents in various ways. The childminder also promotes children's learning through books at home.
- Children, including those who need that additional help, are well supported. The childminder ensures that children meet their planned targets and make good progress. He works well with other professionals to ensure that all children get the additional support they need swiftly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of how to keep children safe, including from the risk of harm. He can identify the signs and symptoms that may be a cause for concern. The childminder can explain in great depth how and where to report this information. He demonstrates a full understanding of his responsibilities, including checking the environment to ensure that it is a safe place for children to play. He helps children to gain a good awareness of how to play in safety. For example, children know to identify animal faeces on visits and gain an understanding of what is unsafe for animals around, such as disposing of plastic bags safely.

Setting details

Unique reference number	500799
Local authority	East Riding of Yorkshire
Inspection number	10117303
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	12
Number of children on roll	15
Date of previous inspection	5 June 2015

Information about this early years setting

The childminder registered in 1997. He works alongside his mother, who is also a registered childminder. He operates from his mother's home in Holme-on-Spalding-Moor. The childminder occasionally works with assistants. He operates all year round from 7am to 6pm, Monday and Tuesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. He provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

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 childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The inspector observed the quality of education and interactions between the childminder and children throughout the inspection.
- The inspector viewed all areas of the premises used by children. The inspector held various discussions with the childminder on subjects such as his professional development.
- The childminder spoke to the inspector about his intentions for children's learning. The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector viewed and discussed documentation, including public liability insurance and the suitability checks of all adults living and working on the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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