

Childminder report

Inspection date: 20 February 2020

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 thrive in this inspirational and well-resourced environment. The childminder is passionate and enthusiastic about her role and has high expectations for all children to achieve. The childminder knows children exceptionally well. She uses their interests to plan activities to stimulate and excite them to learn. For instance, children's curiosity is sparked by recent flooding of a nearby area and watching firefighters at work. Older children use recycled materials to build a fire engine. Young children relish showing their developing imagination skills. They delight in enacting the firefighter's role, busily using pipes to pump water away from a pretend flood.

Children are exceptionally happy. Their high levels of confidence and self-assurance show they feel safe and secure in the childminder's care. Young children show outstanding levels of motivation and determination to succeed. They creatively adapt resources to meet their own needs. For instance, children want to move pretend snow backwards and forward across a tray. They decide to transform ice cube holders into snow ploughs.

The childminder is extremely confident in her ability to extend and enhance the things children know and can do. She provides an environment rich in language and expertly uses every opportunity to extend children's vocabulary. For instance, she introduces new words as young children eat pears, talking about 'feeling the juice trickling down their chins'.

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

- Young children show exceptional independence skills for their age and delight in their own accomplishments. They are confident at putting on their own shoes before going outside. Young children competently cut their own food and pour their own drinks at mealtimes. They delight in taking responsibility for small tasks. For instance, following a messy play activity, children enthusiastically wash their toys. They know to dry their toys on a towel before putting them away. Additionally, such activities are excellent in supporting the development of young children's muscle strength and small physical skills.
- The childminder reflects on her practice and involves children in this process. For instance, children are curious about a nearby housing development. They discuss with the childminder their need for more space for their own construction requirement. They decide together where changes could be made and worked together to create these changes.
- Children thoroughly benefit from meaningful learning across all areas of the curriculum. They make strong progress from their starting points and are highly motivated and challenged to learn. All develop excellent skills and are well

prepared for the next stage in their learning.

- Children show their absolute love of books and delight in joining in with the stories they have asked the childminder to read. The childminder is a skilful and enthusiastic story teller, adapting her voice to bring the stories to life. She gives young children time to look at and talk about the pictures. Children actively engage with the stories and with the resources offered to complement the stories. They show high levels of problem-solving skills. For example, they are persistent in their efforts to work out 'Mr Potato' needs ears to enable his glasses to stay on.
- Partnership with parents is excellent. The childminder gathers a wealth of information from parents prior to a child starting with her. She gains detailed care and development information which enables her to plan for children's learning from the outset. The childminder organises informal events for parents and invites them into her home to celebrate their children's achievements. Parents speak very highly of the childminder and are exceptionally complimentary of the service she provides.
- Children have many excellent opportunities to develop their early writing skills. Younger children are particularly resourceful in achieving their goals. For example, when the childminder mentions drawing circles, they resourcefully find a toy megaphone to draw around.
- The childminder is meticulous in her self-evaluation to ensure her practice and provision are of the highest standard. She specifically completes training to build upon her professional knowledge and reflect on improving her practice. This means that children are in constant receipt of high-quality teaching methods.
- Children's early mathematical skills are continuously being developed in age-appropriate ways. This is evident as young children automatically bring counting and measure into their play. For instance, they count scoops of snow, recognising when they need more snow to fill the containers.
- The childminder consistently plans activities where children have excellent opportunities to visit places of interest, such as the local parks and woodland areas. Children visit the local supermarket where they choose their own goods and pay for their purchases. These experiences help to deepen children's understanding of the wider world. The childminder uses outings to further develop children's understanding of keeping themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training to keep children safe and protected from harm. She has a very broad knowledge of child protection issues, including wider safeguarding concerns. She describes the signs that might indicate that children or their families are vulnerable to extreme views or ideas. She knows how to identify and where to report concerns she may have about children's welfare. The childminder is meticulous about children's safety, and carries out rigorous risk assessments in her home.

Setting details

Unique reference number	EY243498
Local authority	North Yorkshire
Inspection number	10117340
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 March 2015

Information about this early years setting

The childminder registered in 2002 and lives in Ripon, North Yorkshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector
Denise Charge

Inspection activities

- A joint observation was carried out with the childminder to assess the quality of teaching.
- Written feedback from parents was looked at and their views taken into account.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A number of discussions were held with the childminder. The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

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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