

Childminder report

Inspection date:

12 September 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, nurturing environment for children and families. She has extensive experience of caring for children and supports them to develop the skills they need for the next stages in their learning, such as starting school. The childminder focuses on supporting children to develop strong communication, social and physical skills to provide an excellent base for future learning. Children show they feel happy, safe and secure with the childminder. They have high levels of self-esteem and are confident, enthusiastic learners. The childminder is a fantastic role model for children. She provides clear, consistent boundaries and has high expectations for their behaviour.

Since the pandemic, the childminder has focused on helping children settle back into her care. She provides flexible and lengthy settling-in options for parents, based on supporting children's emotional well-being. The childminder gathers detailed information about children before they start. This helps her to understand how to meet any medical and care needs effectively and promote continuity of care. Partnerships with parents are very positive. They leave positive feedback for the childminder and say, 'She taught my child so much through the years, through kindness, care and encouragement.'

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

- The childminder provides an exciting curriculum for children, which is based on meeting their individual needs and interests. She helps children to build on their existing skills and challenges them to develop further. For instance, she provides a threading activity with large reels to help children practise using their fine motor skills. She enhances this later in the day, and children use small pipe cleaners to thread small hoops to feed the birds.
- The curriculum to support children's personal, social and emotional development is exceptional, and children's behaviour is exemplary. The childminder continuously models good manners, and young children share without any support. Toddlers work together during activities and are kind and helpful to each other. They are confident to ask for help and have excellent social skills.
- Children's communication and language skills are very strong. The childminder teaches them new words as they play and regularly asks questions that encourage them to share their thoughts and ideas. Young children speak clearly and use extensive vocabulary in context. For example, during a threading activity, they use mathematical language to compare how long their strings are.
- The childminder maintains effective partnerships with schools and parents. She gathers information about children's development from parents and shares information as children move on to start school. However, she does not collect information from other childcare settings children currently attend to gather a

full picture of their learning.

- The childminder swiftly identifies potential delay in children's learning. She uses assessments effectively and has a detailed understanding of children's typical stages of development. The childminder knows how to make referrals to other agencies, such as speech and language therapists, to help close any gaps.
- The childminder promotes children's good health and teaches them how to be active in their own self-care. Toddlers show pride as they use the toilet, and older children know they need to wash the germs from their hands before they eat. They demonstrate very high levels of independence for their age. The childminder talks to children and families about good oral hygiene and encourages children to make healthy food choices.
- Children benefit from fresh air each day and develop good large-muscle skills. They show an interest in nature outdoors. The childminder teaches them about how to take care of the birds and provides activities to help them develop their understanding of the world. Young children recall how they plant seeds and know they need sunlight and water to grow.
- The childminder has established good relationships with the local authority and regularly attends a range of professional development opportunities. This helps her to maintain high standards of care and learning for children. In addition, the childminder is part of a local network group and partnership, which enables her to share and gather examples of good practice and stay up to date with any changes.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop links with other providers, specifically where children attend more than one setting, to gather and share information and further promote continuity of learning.

Setting details

Unique reference number	EY248548
Local authority	York
Inspection number	10354811
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	7 November 2018

Information about this early years setting

The childminder registered in 2003 and lives in the Haxby area of York. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers weekend care where needed. She holds an appropriate qualification at level 3. The childminder provides funded early education for children.

Information about this inspection

Inspector

Michelle Lorains

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 a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder gathered written feedback for the inspection.
- A joint observation was carried out by the childminder and inspector indoors during a planned activity.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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