

Childminder report

Inspection date:

20 July 2023

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a very safe and homely learning environment. Children's personal, social and emotional development is a priority. They establish secure attachments with the childminder. Children frequently approach the childminder for cuddles. They hold her hand, sit on her lap and rest their head on her shoulder. The setting is full of warmth and love. Relationships between the childminder and children are sensitive, stimulating and responsive. Children are extremely happy.

The childminder promotes children's positive attitudes to learning effectively. Children are relaxed and absorb information. They remain focused on activities and show deep concentration. This helps them to learn well. Children play, share and take turns. They speak kindly to others and resolve conflict effectively between themselves. Children encourage their friends to complete tasks and provide support and guidance when they struggle. Older children role model good manners. They cover their mouth when they cough and explain why they do it. Children's behaviour is exemplary.

The childminder provides an extremely wide range of interesting and engaging activities that develop children's skills across the various areas of learning. For example, during a play dough activity, children use a variety of utensils to cut and shape the play dough. They develop their small hand muscles to roll, squeeze and mould the dough. Children talk about quantity, size and comparison. They learn rich language, such as 'squishy', 'flatten' and 'pressure'. Children share the play dough out, counting as they do so. The childminder is successful in encouraging children's critical thinking. She asks effective questions to provide children with appropriate challenge.

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

- The childminder embeds mathematics in the curriculum. Children explore weights when using weighing scales. They demonstrate their knowledge as they sort in size and weight and find comparisons. Children talk about 'more' and 'less' when adding ingredients. They learn about single and double digits. The childminder provides challenges to children by counting in sequences, such as in twos and fours. Children excel in their mathematical development.
- Children have exciting opportunities for physical play. They go on trips to the woods, park, seaside and the library. Children play on large climbing equipment and ride bicycles in the garden. The childminder enhances children's play by adding skipping ropes. Children learn about risk as they use the skipping ropes to 'fish' from the top of the playhouse.
- Children confidently embed their social development skills through role play. They pretend to be in situations that they are familiar with. Children play with

dolls, taking care of them and feeding them. They pretend to go to work and the supermarket. Children role play as the childminder. They put dolls in the shade so they do not get sunburnt.

- The childminder encourages children's independence. They put on and take off their own shoes when going outside. When children struggle, the childminder offers appropriate support. For example, when children's tongues on their shoes are pushed down and they cannot get their foot in, she asks them if they have pushed their foot in too quickly again. Children remember the problem they had previously and recall what they need to do. Children develop perseverance and confidence in their own abilities.
- Children develop excellent memory skills, such as through songs. They sing songs independently and extremely confidently. Children make the link between songs and their experiences with the childminder. For example, they recall when they did a baking activity and the song 'Five Currant Buns'. The impact of the curriculum on what children know, can do and remember is highly effective.
- The childminder is successful at promoting children's oral health. She takes children to the dentist to help them learn about the the environment and the procedures. Children play with a large model of teeth. They have whiteboards with pictures of teeth on them. The childminder colours the teeth black and encourages children to use a toothbrush to remove the black marks. They talk about cavities, plaque and decay. Children use words such as 'floss' and 'polish'. They have a very good understanding of personal hygiene.
- The childminder promotes diversity and equality extremely well. She places extensive resources and visual aids appropriately around the setting to support children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. She helps children to understand and respect different cultures. Children learn about other communities through planned activities, such as Diwali and Chinese New Year. They have opportunities to taste foods from around the world. All children learn about different languages, such as Polish.
- Parents report that information-sharing is excellent. The childminder communicates with parents through individual children's home learning books. She includes information about their child's day, learning and how to keep them safe. Parents are extremely confident in the care and learning that the childminder provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of safeguarding and child protection issues, including a range of safeguarding issues. She can identify the signs and symptoms that may indicate that a child is at risk of harm and knows who to contact if she has any. There are clear processes for recording and monitoring children's attendance and injuries. She talks to all children about online safety so they develop an understanding about staying safe.

Setting details

Unique reference number	EY252048
Local authority	North Yorkshire
Inspection number	10289415
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2003 and lives in Sherburn in Elmet, Leeds. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jackie Ward

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 childminder.
- The childminder completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder and the setting with the inspector.
- Children communicated with the inspector 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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