

Childminder report

Inspection date:

23 September 2021

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 high-quality setting. The childminder provides an exceptional, nurturing and stimulating environment for them to grow and develop in. For instance, very young children use complex sentences to discuss activities, their ideas and skilfully communicate with other children and the childminder. Older children show advanced levels of focus and small-muscle control as they successfully use tweezers to 'feed the animals' with coloured chickpeas. The childminder has high expectations for children and continually provides challenge, enhancing and extending their learning as they play. For example, she observes children to count with ease during a song and rhyme session, then teaches them how to count in French and Spanish. Children show excitement when they remember the number names and are proud to show off their skills.

Children's behaviour is exemplary. Older children show kindness and compassion to each other and happily share resources. The childminder uses praise to promote excellent manners and sensitively supports younger children to learn how to share and why this is important. The childminder has extensive knowledge of children's individual needs, home life and family. She regularly reflects on the impact of the COVID-19 (coronavirus) pandemic for children and works hard to reduce this. For example, she takes children to a wide range of places in the local community and beyond, such as the zoo, woods and beach. This provides children with real-life experiences they may have missed and helps them to make links in their learning.

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

- The extensive and varied curriculum promotes all areas of learning extremely well. The childminder embraces children's interests and provides experiences, which are highly engaging. For example, children enthusiastically join the childminder to read a story about zoo animals. Young children show skills beyond expectations as they recall and retell parts of the story, describing features of animals. Older children link the story to their previous trip to the zoo and talk excitedly about this experience, detailing specific types of monkeys. Children extend this into imaginative play and discuss how they need to 'pack the mints in their bags for the car journey and trip'.
- Children's enjoyment of learning is evident throughout the day and the atmosphere is exciting and full of laughter. They show independence and approach all experiences with curiosity and determination. Children choose where they want to learn and the childminder skilfully enhances their play, using every opportunity to help them make exceptional progress. For example, children choose to explore outdoors on their 'trip' and the childminder turns over some log stumps. This sparks their interest in the creatures they can find and the childminder teaches them about different insects in nature. Further to this,

the childminder uses routines to teach purposeful mathematical skills. Very young children set the table for the group and know they need three plates and three cups. They show pride as they correctly count them out to the children at the table.

- The childminder is an exceptional role model for children. She has consistently high standards for behaviour and actively promotes children's good health. Children demonstrate excellent social skills and understand the rules and boundaries with minimal support. They have very high levels of independence and confidence in their own abilities. For instance, pre-school aged children call to the group to wash their hands before their snack and do this thoroughly. Young children consistently say please and thank you as they receive their healthy snack. They seek to include others in their play as they hand out bags to every child in the group, so they can join in.
- The childminder is proactive and passionate about her work with children. She regularly enhances her teaching skills and participates in a range of professional development. A significant strength is the emphasis on developing children's language skills. The childminder uses every opportunity to model new words, using rhymes and stories to introduce new vocabulary. Children make excellent progress in this area of their learning and build firm foundations for future learning.
- Parents are enthusiastic to leave positive feedback for the childminder. They say children have 'benefitted both socially and emotionally from exceptional care and the richness of the varied environments'. The childminder has worked extremely hard to balance children's safety and maintain highly effective communication with parents throughout the pandemic. This has helped children to feel settled, safe and happy, prioritising their emotional well-being. In addition, the childminder values the feedback she receives from parents and uses this to add to her future development plans for her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of the safeguarding and welfare requirements. She knows how to act swiftly to identify, record and report any concerns about children's welfare. The childminder has researched and gained an in-depth knowledge of a wide range of safeguarding concerns, including county lines, female genital mutilation and radicalisation. She provides information to families about keeping children safe online. She teaches children how to use technology safely and with purpose as they use interactive maps of the forest to find the 'Gruffalo'. The childminder completes extensive risk assessments and safety procedures, which she shares with parents and visitors. This helps to keep children safe in her setting.

Setting details

Unique reference number	EY253928
Local authority	North Yorkshire
Inspection number	10102407
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Kirkbymoorside in North Yorkshire. She operates all year round from 8am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector indoors during children's experiences.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The childminder obtained written feedback from parents for 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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