

Childminder report

Inspection date: 25 August 2022

Overall effectiveness	Outstanding
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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 flourish in this nurturing, stimulating setting. They have strong attachments to the childminder. They consistently demonstrate how safe and secure they feel as they confidently explore the childminder's home. They are highly motivated learners who are curious and interested in the world around them. They relish the many exciting opportunities provided. For example, they learn about the wider world through outings, high-quality stories, and songs. Children watch with fascination as the seeds they have planted grow into vegetables and plants. They like spending most of each day learning outside in the fresh air, whatever the weather. They have ample opportunities to practise and develop their physical skills as they climb, balance and use a range of tools. They show real energy and impressive coordination skills as they negotiate the balancing logs and planks. They carefully fill various bottles and containers from the garden tap to use in the water tray, being careful not to spill too much.

Children's uniqueness and characters are very much valued and appreciated by the childminder. They are allowed to be themselves and consequently have high self-esteem. They very much enjoy each other's company, and with only minimal support from the childminder they share and take turns. They negotiate and work together to solve problems, such as dressing small figures, offering solutions to help each other. 'Please' and 'thank you' are said readily, with no prompting needed.

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

- The childminder wants the very best for every child in her care and is passionate about her work. She carefully and skilfully plans and delivers her curriculum. This helps children to gain the full range of knowledge and skills they need to be ready for school. Learning is unpressured and fun, resulting in focused, happy children who make rapid progress in their development and become deeply engaged in their play. The childcare environment is packed full of varied, interesting and exciting resources and activities.
- The childminder knows the children in her care extremely well. She pays close attention to their own interests but introduces them to new opportunities as well. Their understanding of the world and appreciation of differences is growing quickly. They respect and show their appreciation for the environment, caring for wildlife and recycling, for example. Abundant trips further afield help children to learn about the world outside of their usual daily experiences.
- Children thoroughly enjoy books. They select these independently from the well-stocked bookshelves and sit and read them. This includes non-fiction books, such as encyclopaedias, which they scour for information. For example, they look for pictures of the planets and correctly name and count these when they

find them. The childminder fully recognises the importance and benefits of reading and singing to children to help develop their language. She brings stories to life by involving children in the storytelling, using props and character voices.

- Children are very confident communicators who love to talk. They have a wide vocabulary and relish learning new words which they confidently use as they play. The childminder is highly skilled in her interactions with children and pays them full attention. She gives children time to process the questions she asks. This results in high-quality, considered responses from them.
- Children are highly independent and manage aspects of their personal hygiene competently. For example, they confidently handle cutlery, put on their shoes, and do up fastenings. They know they must wash their hands after playing outside.
- The childminder establishes excellent partnerships with parents and she very much values these. Parents speak very highly of the care their children receive. For example, they say that their children have progressed massively during their time with her and that the foundations she has given the children have been invaluable
- The childminder worked hard during the pandemic to provide a service to support parents who needed to work at that time. This was much appreciated by those families.
- The childminder is highly reflective about the quality of her practice. She regularly evaluates the work of the setting to drive improvement to ensure she consistently maintains the highest possible standards for all children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety, welfare and well-being is at the heart of the childminder's work. She ensures child protection training is completed so that she is aware of any changes and updates to procedures. She is vigilant and knows how to raise and report concerns. Risks in her home are assessed and steps taken where needed. The premises are secure, and children are appropriately supervised while being encouraged to recognise and learn to manage dangers themselves. She shares knowledge, tips and advice with parents, so all are working together to keep children safe.

Setting details

Unique reference number	EY271510
Local authority	North Yorkshire
Inspection number	10117357
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 July 2015

Information about this early years setting

The childminder registered in 2003 and lives in Grewelthorpe, North Yorkshire. She operates all year round, from 8am to 6pm, Monday, Wednesday, Thursday and Friday, except for family holidays. She provides funded early education for two-, three, and four-year-old children.

Information about this inspection

Inspector

Lindsey Pollock

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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