

Childminder report

Inspection date: 3 October 2024

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

Children receive the highest standards of care and learning during the time they spend with this dedicated childminder. They thrive in the wonderfully stimulating learning environment she creates. Opportunities for outdoor learning are exceptional. The childminder's garden provides a wealth of different experiences to support children's physical development. They beam with pride when they manage to negotiate climbing a ramp for the first time. The childminder is there to provide support if required but always gives children space to do things for themselves before she intervenes. Children show considerable levels of concentration as they dig for worms. They are fascinated to see what is hidden underneath different logs. The childminder supports the children to handle the insects carefully and to learn about their size and texture. The childminder also takes full advantage of the countryside on her doorstep. They visit local farms, go on nature walks and observe seasonal change. These experiences enhance children's learning. Children demonstrate a real curiosity and sense of wonder as they play.

The childminder treats children with the utmost respect and kindness. She is an excellent role model, helping children learn how to play alongside their friends. Children are praised for using good manners and being helpful. This helps to create a wonderfully calm and purposeful atmosphere where children show that they feel settled and secure. There are cuddles and words of reassurance if children appear unsettled. This promotes their emotional well-being.

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

- The experienced childminder cares passionately about providing children with the knowledge, skills and experiences they need to prepare them for their next stage in learning. She regularly attends training to evaluate her practice and consider any changes to develop this even further. Her secure knowledge of child development ensures that learning is sequenced effectively. Children also benefit from plenty of opportunities to practise and consolidate newly acquired skills. This supports children to make excellent progress from their starting points.
- The childminder is highly skilled at knowing when to leave children to learn and explore independently, and when to join in their play. When children show an interest in what happens when they roll different balls down a cardboard tube, the childminder observes what they are doing. She then uses effective questioning to encourage children to watch what happens if they use different sizes and types of balls. They become thoroughly absorbed in their play. They giggle with delight when the childminder also encourages them to make different sounds through the tube.
- The childminder confidently explains the purpose behind all of the activities she provides. This is linked to individual children's identified next steps in learning.

For example, wooden blocks are used to help some children to develop their hand-eye coordination. For other children, they are used to promote the vocabulary of size and shape. There is a strong focus on supporting children's communication and language skills throughout the day. She does not overwhelm younger children by introducing too many new words. She gives children time to express what they want to say and encourages them to use words rather than pointing when they want something.

- Books, songs and rhymes play an important part in children's learning. The childminder uses number rhymes to introduce children to simple counting activities. She uses books to help children to learn about differences and similarities between themselves and others. A story with lots of simple rhyming words supports children to complete simple sentences. They have a great deal of fun as they look at pictures of a goat wearing a coat and an owl wrapped in a towel.
- The childminder collects a wealth of information from parents before children start to attend. This helps her to plan effectively for their learning as soon as they arrive. She carries out regular assessments to identify if any children need additional support to meet their developmental milestones. If this is the case, she works with parents and involves other professionals, as appropriate.
- Parental feedback is entirely positive. They describe how the opportunities the childminder provides on a daily basis enable their children to flourish and reach their true potential. They are delighted with the comprehensive updates they receive about their children's learning. Parents also value the way the childminder embraces their children's culture and language.
- Children thoroughly enjoy the food provided by the childminder. This is healthy and nutritious. They use their cutlery with considerable confidence for their age as they eat their pasta. Children also develop their self-care skills as they wash their hands and try to put on their outdoor clothing. The childminder understands the importance of helping children to become increasingly independent in order to be ready to go to school. She further supports children's transitions by providing detailed information to nursery or school about children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY317570
Local authority	North Yorkshire
Inspection number	10357606
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 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2005 and lives in Leyburn, North Yorkshire. She works occasionally alongside an assistant. The childminder operates all year round, except for bank holidays and family holidays. During term time, she operates from 8am to 4.30pm, Monday to Thursday, and in school holidays from 8am until 5pm, Monday to Thursday. She holds a childcare qualification at level 3. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector interacted with the children to find out about their time at the setting.
- The inspector considered written feedback from parents.
- The inspector observed the interactions between the childminder and the children.
- 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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