

Childminder report

Inspection date:

25 September 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates a fun, educational and nurturing environment through her enthusiasm, highly motivating teaching and loving interactions. This results in happy, settled and emotionally secure children, all of whom are aged two and have been attending since they were babies. The childminder's teaching and educational programmes are inspired by limitless continued professional development. She plans a rich, challenging and expertly sequenced curriculum that is highly successful in preparing young children for nursery school and developing their love of learning. The childminder makes excellent use of daily routines to support children's early independence and prepares children exceptionally well for moving on to key developmental milestones. For example, she uses stories and role-play resources in readiness for children learning to use the potty.

The childminder recognises that young children's physical development and speech are fundamental to their future literacy skills. Children successfully manipulate the trigger mechanism on the spray bottle while watering flowers. They make marks in chocolate-scented brown dough with sticks and conkers, which they roll. Children practise simple yoga, and the childminder introduces new ideas from training to support children's large movements, such as singing and dancing with scarves. The childminder intervenes very sensitively and with great skill, knowledge and patience as the youngest two-year-olds learn essential social skills, such as taking turns. She readily gives cuddles and uses the language of emotions to reassure children who might be feeling 'sad' or 'angry'. This includes, for example, when children want a toy another child is playing with.

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

- The childminder meticulously plans for children's next steps, in excellent consultation with parents, such as by sharing regular progress reports and home learning ideas. She emphasises the importance of reading stories to promote children's early communication and buys each child a nursery rhyme book for their second birthday. Parents express highly complimentary feedback, such as the significant progress their children have made.
- The childminder enriches her curriculum with a wealth of outings that expand children's experiences, socialisation and knowledge of the world. For example, children learn about animals as they go on pony rides, feed the ducks and visit the farm and animal attractions. They attend toddler groups and visit child-centred museums and the garden centre.
- The childminder promotes children's early speech superbly. She constantly narrates and models excellent language, spontaneously sings songs and displays photos that initiate simple conversations. Children visit the library and love looking at books. They delight in joining in with action songs, and the

childminder creates her own visual aids to enhance singing time.

- The childminder introduces simple stories that link to outings, such as trudging through the crunchy leaves on an autumn walk. She also uses stories when preparing children for their transition to nursery school, changes at home and moving on to new stages of development.
- Children delight in doing things for themselves, such as chopping up fruit, pouring water from a small jug and peering in the mirror to wash their faces. Children excitedly put on their wellies to play in the garden.
- The childminder promotes children's physical well-being to a high standard. Children thoroughly enjoy hearty homemade meals, such as spaghetti bolognese, and the childminder talks about collecting the tomatoes from the greenhouse. As they enjoy fresh air and exercise, children excitedly negotiate the sensory stepping stones while developing early balance and coordination.
- Children are securely attached to the affectionate childminder and happily follow extremely familiar routines. They wash hands to fun songs before helping to set the table and put on an apron. The childminder creates a safe and quiet space, enabling children to choose to rest or relax.
- The childminder gathers expansive information from parents to meet children's individual needs to the highest level as they settle, and thereafter. She works in excellent partnership with parents to support children who speak English as an additional language to excel in their speech.
- The childminder skilfully expands children's learning. As children explore dough with great interest and focus, she encourages them to smell the chocolate scent and models rolling, patting and squashing motions. This further develops children's small-muscle strength. She encourages children to make a pattern in the dough using a pine cone and introduces early mathematics, such as size.
- The childminder constantly builds on what children already know as she helps them to make 'dough buns'. She sings 'Five Currant Buns' and shows how to make a 'cherry' to put on top. The childminder uses words, such as 'wow' and 'amazing', fostering children's self-esteem, confidence and 'can-do' attitude.

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	EY363818
Local authority	North Yorkshire
Inspection number	10355054
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Skipton, North Yorkshire. She operates Monday to Friday, from 7am to 5.30pm, all year round, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises her early years provision and implements the curriculum.
- The inspector observed activities, indoors and in the garden, and assessed the impact these have on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector gained written feedback from parents.
- The inspector viewed a sample of documents, including those related to children's learning and the childminder's continued professional development.

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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