

Childminder report

Inspection date: 21 June 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 are extremely happy and content in this welcoming, child-orientated setting that helps them to feel at home and extremely secure. They are affectionately greeted by the childminder, who takes a genuine interest in how children are feeling when they arrive.

Children are keen to participate in everything and are highly motivated learners. They engage in their chosen activities for very long periods of time and are actively encouraged to learn by finding things out for themselves. For example, they explore a coloured rice activity, notice it is the same colours as the Union Jack and discover that they must keep their hands dry to be able to experiment with it. This reminds children of the Queen's Jubilee party that they recently enjoyed. They recall an exciting visit to a local castle, and chuckle together as they remember a humorous story about the Queen's knickers.

This highly qualified childminder has a very clear intent for her planned curriculum and adjusts this precisely for each individual child in her care. The quality of her interactions with children are exemplary. She uses all opportunities to develop and extend children's social, language and physical skills. She is passionate about promoting children's independence, resilience and life-long love of learning.

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

- The childminder puts children's emotional well-being and safety at the heart of everything she does. She has an excellent understanding of the importance of working with parents right from the very start. They share very detailed information of the child's temperament, achievements and interests at home. This contributes significantly to the childminder's success in accurately planning for and meeting each child's needs.
- Children's behaviour and attitudes are outstanding. They play exceptionally well together. The childminder helps children learn how to be aware of their friend's feelings and what it means to be kind. Children readily take turns and help to keep everyone safe and happy. For instance, older children remind younger children to hold on tight when using a swing and show them the safest way to manage a stone step in the garden. They beam as the childminder praises them 'for being a very good friend'.
- This experienced childminder helps to develop children's language and communication skills exceptionally well. For example, when a younger child asks for support, she skilfully initiates a discussion with the older children. They happily open the tricky lid on a jar, and teach them to say 'righty tighty, lefty loosey', copying the childminder's helpful hints. The childminder is adept at introducing a wide range of vocabulary during play, such as the words 'capacity',

'hydration' and 'predict'. Children quickly make remarkable progress.

- The childminder has high expectations for all children, including those in receipt of early years funding. She ensures that children learn to respect each other's individuality and embrace diversity. Parents of children with special educational needs and/or disabilities deeply value the support that the childminder gives during the referral process and beyond.
- Children frequently take part in exciting outdoor activities in the community and benefit from lots of fresh air. They confidently manage their own self-care needs and know to drink water during hot weather. The childminder encourages children's cooperative skills especially well during snack time. For example, children learn to use ice blocks in their lunch boxes to keep everything fresh. This helps to prepare them extremely well for their eventual move to school.
- Partnership with parents is exceptional. Parents say that she goes above and beyond for their children and are particularly grateful for her endless support during the lockdown period. The childminder worked very hard to maintain these strong relationships. For example, prior to joining, new children and their family enjoyed a virtual online meal together with the childminder, and lunches with the minded children. Children form very secure attachments.
- The childminder is committed to her own professional development and actively strives to provide outstanding-quality care and education. She attends additional training and development courses that benefit the outcomes for children and improves her knowledge to support families. For instance, she has recently increased her understanding of developmental trauma and adverse childhood experiences, and took a 'Mindfulness for Mums' course to help her to support their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very clear about the signs that might lead to a concern about a child's welfare. She has an excellent understanding about the correct local procedures to follow to keep children safe from harm. This includes wider safeguarding issues, such as county lines and extremism. She constantly supervises children to minimise accidents to keep them safe. She takes every opportunity to help children to understand how to recognise and manage risks themselves.

Setting details

Unique reference number	EY431746
Local authority	North Yorkshire
Inspection number	10117524
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 June 2015

Information about this early years setting

The childminder registered in 2011. She lives in Pannal, Harrogate. She operates during term time from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about their friends and what they enjoy doing at the setting.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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