

Childminder report

Inspection date: 3 May 2023

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 the care of the experienced and dedicated childminder. Their good behaviour is supported as the childminder helps them to learn important rules and boundaries. Children's speech and language development is prioritised. The childminder uses a wide range of vocabulary linked to their experiences. She uses the correct terminology at all times, such as when she explains or describes things. This means that children hear and then begin to use this new vocabulary rapidly and with full understanding. For example, children listen as the childminder talks about the steeple on a church that they see in the pictures and compares this to the steeple on the church where they go for playgroup and coffee mornings.

Children enjoy a wide range of activities and outdoor experiences, which help them to safely make sense of the world around them. The childminder's expertise helps her to get the balance just right in knowing when to support, consolidate or extend their learning. For example, children roar as they play with crocodiles. The childminder asks them if they know what sound a crocodile actually makes. She expertly uses this as an opportunity to research using the internet. The childminder comments on what she is doing, and children are active as they replay videos and open links safely. Children are motivated to learn as they excitedly listen to the noises crocodiles make and find out that they do not actually roar or snap.

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

- Children know and embrace their environment both indoors and outdoors. Children lead their own learning. They spontaneously sing familiar rhymes and songs and instigate small-group sessions. The childminder encourages them to use British sign language to represent each animal as they sing 'Old McDonald'. They motivate each other to join in and demonstrate their enthusiasm and love of language.
- Children's individual needs are catered for extremely well. For example, the childminder makes ongoing assessment of children's development as she observes them in their play. Her expert knowledge and understanding of all areas of learning means that she can plan activities to develop children's skills. For example, she plans experiences to support specific children's physical development, which helps them to develop their core strength and muscle control.
- The childminder has very high expectations for children's behaviour. Sometimes younger children need help to negotiate and develop their understanding of other children's feelings. Children listen as the childminder clearly explains that if they are not using the spade for digging then it's time for their friend to have a turn. Children accept these rules and consistent boundaries.
- Children are developing and using number skills very well. Older children are

encouraged to count out from a larger group as they take four breadsticks from the snack tray. The childminder expertly adapts this learning for the youngest child. For example, they point and count together to check how many they have.

- Children listen to stories regularly and have firm favourites. Children are incredibly active during small-group sessions. They join in and are encouraged to recall what they remember by filling in the missing parts of the story or rhyme. This helps them to develop key early reading skills.
- Children learn about the coronation of King Charles. The childminder uses photos and pictures to show them different aspects and what to expect about the day. Children use the words 'carriage' and 'coronation' and make links to stories they have read about fictitious kings and queens.
- The childminder considers the impact of the COVID-19 pandemic, particularly on children's speech and language development. As a qualified speech and language therapist, she uses a wide range of strategies and techniques to help children to develop skills they have not learned yet. This is helping them to catch up with their peers.
- Parents speak incredibly highly of the childminder and the invaluable support she provides for them and their children. Parents comment on the 'interactive learning' and the expert way that she prepares children for school. They also talk about how the childminder encourages and supports them to take the plunge with significant milestones, such as toilet training.
- The childminder shows an incredibly high level of commitment to her ongoing professional development. She has successfully achieved a level 3 early years qualification since the last inspection. She also undertakes a range of other training courses to help keep her skills and knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good working knowledge and excellent understanding of safeguarding practices. She has clear policies in place, which are aligned to the local safeguarding board procedures. She demonstrates even more knowledge of wider aspects of safeguarding, such as extreme views and terrorism. She also talks confidently about the way in which she addresses any issues as they rise, such as challenging stereotypical views and bias. This ensures that all children's views, opinions and preferences are extremely well catered for. Children are taught from a very young age to protect their privacy. The childminder talks to them about using the bathroom one at a time. She is fully aware of her responsibility and role in promoting their safety in other ways, such as internet safety, and practises this with even the youngest children.

Setting details

Unique reference number	EY446458
Local authority	North Yorkshire
Inspection number	10280774
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	2 to 11
Total number of places	12
Number of children on roll	13
Date of previous inspection	6 September 2017

Information about this early years setting

The childminder registered in 2012 and lives in Seamer, near Scarborough. The childminder operates all year round from 8am until 6pm, Monday to Thursday, except bank holidays and family holidays. She works with an assistant in the school holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a level 3 early years educator qualification.

Information about this inspection

Inspector

Jill Roberts

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector looked at a selection of documents including children's accident records, suitability of household members and the childminder's qualifications.
- The inspector viewed all areas of the home, both inside and outside, used for childminding purposes and talked with the childminder about how she plans for and supports children's learning and development.
- The inspector talked to parents and took account of their views.

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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