

Childminder report

Inspection date: 26 April 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

Children develop very strong bonds with the childminder. They show they feel happy, safe and secure as they confidently play and speak to visitors. The childminder works closely with parents to get to know children extremely well. As children start the setting, the childminder follows routines shared by parents. This helps children to feel relaxed and comfortable. The childminder uses children's favourite songs, rhymes and toys to help them to settle quickly and feel happy. She prioritises children's safety and puts comprehensive measures in place to ensure that her home is secure.

Children's behaviour is exceptional for their age. The childminder is extremely knowledgeable at supporting children to manage and understand their emotions. She goes above and beyond to offer parents advice to ensure that children learn how to manage their emotions. For example, she visits their home and shares books and ideas to support consistent approaches and expectations. The childminder has developed an extremely ambitious, well-sequenced and broad curriculum for all children. She identifies gaps in children's learning and experiences through her observations. From this, she plans rich and meaningful activities to help children to increase their knowledge. Children show their excitement to keenly take part in the activities by jumping and asking for their turn. The curriculum and the childminder's expert teaching helps children be ready for their next stage of education.

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

- The childminder uses her excellent understanding of how children learn language to teach them a wide range of new vocabulary. For example, she uses high-quality interactions in conversations and when reading books to extend children's speaking skills. Children learn new words such as 'nocturnal' when talking about the fox that visits the garden at night. They discover a fossil and repeat the word after the childminder.
- The childminder talks with parents regularly to find out about children's speaking skills in their home language. She labels toy boxes in dual languages and learns some words herself to support children and develop their sense of belonging. These activities help children to develop excellent early language skills.
- The childminder promotes a love of books and reading. She regularly takes children to the library, where they learn to check out books. They read together with the childminder and then share their books at home with parents. This helps to develop children's early literacy skills and supports parents to read with their children.
- The childminder provides toys and books that reflect a wide range of different people. She celebrates the diversity and uniqueness of families that attend the

setting, which helps children to feel special. Children taste foods and create with craft materials as they learn about traditions, such as being kind and giving gifts. For example, the childminder, children and families worked together to establish a food bank that is based at the local school. This helps children to experience giving to others.

- The childminder provides exciting opportunities for children to develop balance and movement, such as during daily visits to the park and woodlands. They develop their large muscles as they run, climb and walk on different surfaces. Children build strength and dexterity in their hands as they become engrossed peeling stickers and exploring paint. They squeeze paint tubes hard, eager to explore paint with their hands, as the childminder sings finger rhymes to them.
- The childminder has high expectations of children and encourages their independence. She teaches children to wash their hands after using the potty and before eating. They talk about 'potty germs' they may have on their hands as they wash them. Children learn to use safety knives when harvesting vegetables they have grown and when preparing food during cooking activities. These opportunities help children to become increasingly independent and confident.
- The childminder has extremely high expectations of her own leadership of her setting. She is highly motivated and reflective. The childminder continues to read and research, in order to provide the best for children and families. She uses learning points from training and seeks feedback from parents and children to further develop her already strong practice. She regularly communicates with parents through an online app. The childminder shares updates of children's experiences, learning and development and asks parents to contribute to her assessments.

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	EY473109
Local authority	York
Inspection number	10335216
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 2014 and lives in York. She operates during term time, from 7am to 5pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ruth Mason

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact 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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