

# Childminder Report

**Inspection date**

21 April 2016

Previous inspection date

4 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- The childminder's teaching is excellent. She provides a wide range of interesting and valuable activities and experiences for children. She encourages children to lead their own learning and select from resources which are stimulating and fully engage them.
- Children feel extremely settled and happy with the childminder, with whom they form strong emotional bonds. She helps them to develop and learn in a relaxed atmosphere, where they feel confident and very much at home.
- Partnerships with parents are excellent. They feel extremely well supported and informed. The effective exchange of information helps to ensure that children are extremely well supported and their needs are met to a very high standard.
- The childminder is experienced and knowledgeable and committed to extending her knowledge even further. She regularly attends training, conducts her own research and shares good practice with other early years practitioners. This helps her to provide consistently high-quality care and learning for all children.
- Children's behaviour is excellent. The childminder has extremely high expectations of them and is a superb role model. She uses innovative ways of helping children to think deeply about how their actions and the impact these have on others.
- The childminder is enthusiastic, passionate and dedicated to her role. She makes the most of the local environment to help children understand and feel respect and pride in their community and to develop a love for the natural world.
- The childminder has an excellent understanding of the impact of change on children. She helps to make sure that there is a seamless transition between learning environments and home.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to enhance the outdoor environment to provide an even greater range of high-quality activities and experiences for children.

### Inspection activities

- The inspector viewed all areas of the setting used for childminding.
- The childminder observed children's learning, assessed the quality of teaching and evaluated this with the childminder.
- The inspector spoke to children and the childminder throughout the inspection.
- The inspector viewed a range of documentation, including health and safety policies and procedures, risk assessments, children's records, training records and suitability of household members.
- The inspector took into account the views of parents.

### Inspector

Julia Matthew

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. The childminder is acutely aware of the importance of her role and focuses her efforts on ensuring that children are kept free from harm. She has completed extensive training and is quick to act if she has concerns about a child's welfare or development. The childminder has established excellent working relationships with other professionals involved in children's care. This highly cohesive approach is used to nurture children and help them thrive in all learning environments. Health and safety policies are comprehensive, successfully implemented, support children's ongoing safety and minimise risks in the environment and on outings. The childminder is highly evaluative and sets precise targets for improvement. For example, she would like to develop outdoor learning opportunities even further. This intention has been ignited, in part, from the valued feedback she receives from children and their parents.

### **Quality of teaching, learning and assessment is outstanding**

The childminder has an excellent knowledge of the individual needs and characters of children in her care. She knows their developmental stages and provides a wide range of the highest-quality resources for them, which supports all seven areas of learning. This reflects children's interests and effectively complements and extends their learning in school. The childminder enhances children's knowledge and understanding even further through her excellent use of complex vocabulary and questioning. This helps children to think deeply and find solutions to problems independently. Children demonstrate exceptional social skills for their ages. They warmly welcome their peers as they arrive in the childminder's setting, are kind and show empathy and concern for each other. Children play alongside each other cooperatively and sustain interest in activities for long periods. The childminder provides an excellent balance of support and challenge. When children need help she offers them advice and encouragement first. This helps them to develop determination and persevere when they are faced with difficult tasks.

### **Personal development, behaviour and welfare are outstanding**

The childminder spends considerable time getting to know children and their families. This helps to secure warm and trusting relationships which promote children's emotional well-being, confidence and self-esteem. Children's physical well-being is promoted extremely well. The childminder skilfully helps children who are not confident with eating different types of food to increase the range of healthy food they eat. This is done in an extremely sensitive way. Furthermore, when children experience situations that are emotionally difficult for them to make sense of, the childminder is highly responsive, flexible and offers support to benefit the whole family. When children start in the setting, the childminder works extremely closely with parents to establish routines and reinforce health and hygiene practices. This promotes consistency of care and helps children settle quickly.

## Setting details

<b>Unique reference number</b>	321279
<b>Local authority</b>	York
<b>Inspection number</b>	847827
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	0
<b>Number of children on roll</b>	18
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 October 2011
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Bishopthorpe, York. She operates all year round from 7am to 9am and from 3pm to 6pm, Monday to Friday, during term time only. The childminder supports children who have special educational needs and disability.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

