

# Childminder report

<b>Inspection date</b>	13 June 2019
Previous inspection date	28 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Children show fantastic concentration during their play. For example, they experiment with magnets, touching them on different materials to work out what will stick. They work together to open different bolts and use different keys to open a variety of locks. This helps to promote children's problem-solving skills very successfully.
- The childminder has created a highly stimulating environment both indoors and out. Children benefit significantly from a wealth of interesting resources that ignite their curiosity and creativity.
- The childminder tracks children's development extremely rigorously. She uses this comprehensive information to plan highly challenging activities that focus on what children need to learn next. Children make outstanding progress in their learning.
- The childminder has built highly effective partnerships with parents. These excellent relationships support fantastic communication and information sharing. For example, parents are fully involved in agreeing children's starting points, discussing learning summaries and following strategies to support children's individual needs.
- Children have developed very close emotional attachments with the childminder. They readily go to her for cuddles and relish her attention in play. This helps children's confidence, self-esteem and emotional well-being to truly flourish.
- Parents are extremely happy with the high-quality service provided. For example, one comments, 'My child shows rapid development in her care and is consequently demonstrating a wide vocabulary and range of development. We couldn't be happier.'
- The childminder is passionate about driving continual improvement in the setting. She gathers and uses views from parents and children, for example, through regular questionnaires. She has enhanced opportunities for children to play outdoors which promotes their physical development exceptionally well.

## What the setting needs to do to improve further

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

- continue to focus professional development opportunities to help maintain and build on the already excellent knowledge, skills and practice even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder and had discussions at appropriate times during the inspection.
- The inspector looked at a range of documents, such as children's observations and assessments and a sample of policies and procedures. The inspector discussed self-evaluation with the childminder.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector took account of some parents' views received as feedback for the inspection.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Children feel listened to and safe in the setting. The childminder is extremely vigilant and carries out a vast number of checks to identify and minimise any possible risks to children. She keeps her safeguarding knowledge fully up to date and has highly comprehensive policies and procedures in place. The childminder demonstrates excellent knowledge of child protection and wider safeguarding matters. She is confident to take action if she has any concerns about a child's welfare. The childminder understands the importance of continued professional development. She accesses a wide variety of courses, websites and forums to help improve her knowledge and skills. She has already identified through her self-evaluation how she will continue to build on her excellent practice with further training opportunities. The childminder expertly supports children's transitions into the setting and also on to school. For example, she attends events at school and takes children on their initial visits to meet teachers. This helps to support very strong continuity in children's learning.

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

Teaching is highly responsive to children's needs. The childminder plans meticulously to target children's next steps in learning. She combines this with their interests, information from home and unique themes. The childminder develops children's communication skills as a top priority. For example, she expertly reads a popular story and pauses for children to fill in the missing words. She asks children questions individually to maximise their participation and differentiate effectively for their learning. The childminder uses a very enthusiastic tone to completely engage children and encourages them to repeat new words, such as 'cocoon'. She skilfully models and supports children to count items accurately in the book. Children use coloured pom-poms to make a caterpillar body and look at numerals to check that they have counted correctly. This helps to promote children's mathematical development extremely well.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary for their age. The childminder sensitively teaches children how to cooperate with others and learn how to be kind. She is very clear about expectations for behaviour and consistently encourages children to follow the rules. Children are extremely independent. They learn to do things by themselves and show great perseverance. For example, they take time to put their own socks on when getting dressed. Children's physical development is significantly enhanced in a variety of ways. For example, they benefit from an excellent outdoor space where they enjoy crawling in tunnels, playing parachute games and pouring and mixing in water and mud.

### Outcomes for children are outstanding

Children make rapid progress from their starting points and some are working above expectations for their age. They develop key skills in readiness for school and are extremely well prepared for their future learning. Children experience different groups in the local area, such as playgroups, outdoor sessions in the woods and gymnastic classes. They delight at investigating technology, such as interactive books and chairs which play music and rhymes. Children are motivated and show a real thirst for learning.

## Setting details

<b>Unique reference number</b>	EY405189
<b>Local authority</b>	York
<b>Inspection number</b>	10106045
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	28 January 2014

The childminder registered in 2010 and lives in the Huntington area of York, North Yorkshire. She operates all year round, from 7.45am to 6.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early years education for three-year-old children.

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