

# Childminder report

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Inspection date: 16 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder has an exceptionally calm manner and approach to her work. She provides children with a firm, secure and emotional foundation from which they can grow, learn and develop to the best of their ability. The childminder is highly skilful in how she plans her activities, always treating each child as a unique individual. She knows the children very well. She is acutely aware of what they can already do or when they might need further support or encouragement.

Children thrive in this bright, stimulating and deeply nurturing environment. When they arrive, they are happy, settled and very keen to take part in activities and learn new things. Younger children scream with excitement when they successfully build a tower with pieces of wood and watch the pieces fall down. Older children are totally absorbed as they pretend to make each other a cup of tea. Children learn to be respectful and kind to each other. The childminder has the highest expectations of every child and builds on what they already know.

The childminder is experienced, self-assured and very well informed. She is committed to her own personal development and values opportunities to widen her skills further. A recent language course has helped her to focus even more precisely on ways to help children make rapid progress in developing their speech and communication.

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

- Teaching is excellent. Working instinctively, the childminder gives children ample time to think and speak. She consistently uses language at the right level for each child. For example, when playing with pieces of food, she asks younger children if they can find an apple or a piece of cheese. For older children, however, she asks them to describe things. The childminder listens carefully to what children say. She then purposefully asks more questions, guiding them to expand on what they are saying and thinking. Children enjoy and respond well to stories, songs and rhymes.
- The childminder is very attentive. She watches children at play, noting down what they do and achieve. She checks their progress regularly and then plans focused and motivating activities to engage them further. Children make exceedingly good progress in relation to their starting points. The childminder helps to promote children's thinking skills. For example, children show high levels of concentration as they fill bottles with coloured pasta and beads, slowly and carefully. When faced with something difficult, they keep on trying. For example, they take their time to peel the backs from stickers and smile when they succeed. Children are confident learners who are developing a can-do attitude in their play.

- Children have plentiful opportunities to do things for themselves and to become independent. They choose what they want to play with easily from the inspiring and well-resourced environments. The childminder encourages children to be clean and take care of themselves. Children understand right from wrong from an early age and their behaviour is exemplary, given their stage of development.
- Working relationships with parents are strong, professional and well established. Right from the start, the childminder lets parents know, in detail, about the service she provides. She shares with them what their children have done and learned. Parents feel incredibly valued as equal partners and comment favourably about her practice. The childminder encourages parents to tell her about special things their children do at home. She then sensitively gives parents ideas as to how they can extend their child's learning at home.
- Children eat a variety of healthy and nutritious food. The childminder encourages them to sit together at the table and eat socially. She expertly uses mealtimes as ideal learning opportunities, making sure to include all children in conversations.
- The childminder understands the importance of outdoor play and the chance to learn about nature and the world around them. She helps children listen to noises that they hear. Children are fascinated to notice how cars collect sand in their tyres. They smile and are enthusiastic to explore the garden, proudly showing the childminder a seashell that they discover.
- The childminder consistently reflects on her practice in depth and is animated about what she does. She works extremely closely with staff from schools in the locality. This helps make the children's move to their next stage in learning as seamless as it can be.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places utmost importance on safeguarding children. She is aware of the signs and symptoms of abuse and neglect and has a detailed knowledge of her local safeguarding procedures. She completes safeguarding training regularly to ensure that her knowledge remains up to date. She has included courses looking at wider aspects of safeguarding, such as the 'Prevent' duty, child sexual exploitation and female genital mutilation. Her home and garden are securely maintained, helping to keep children safe from harm. She looks very carefully at risks during play activities and routines. This helps to keep potential hazards at bay.

## Setting details

<b>Unique reference number</b>	321192
<b>Local authority</b>	York
<b>Inspection number</b>	10117278
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	30 July 2015

## Information about this early years setting

The childminder registered in 1998 and lives in York. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children. She holds an appropriate childcare qualification at level 3.

## Information about this inspection

### Inspector

Lois Wiseman

### Inspection activities

- The childminder explained to the inspector how she organises her provision and supports children's learning.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector completed a joint evaluation with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation and checked evidence of the suitability of the childminder and adult members of the household.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback provided.

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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