

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Outstanding
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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 form exceptionally strong and caring attachments to the childminder. This helps them to feel very safe. Children show great confidence and a strong sense of belonging within the childminder's home. The childminder has high expectations of the children's behaviour. She supports children in understanding their emotions and promotes their diversity positively. As a result, children are extremely well behaved and show very high levels of respect for everyone in their community and to each other.

The childminder provides an exciting and ambitious curriculum for all the children in her care. Consequently, children are excelling in their learning and development. Children enjoy a wealth of activities that encourage them to problem solve, ask questions and communicate their ideas confidently. For example, they discuss how to create a smile for the stick man that they make from dough. The children decide to paint the smile on using food colouring.

Children are helped to understand what to do to stay healthy. For instance, when preparing snacks, they talk about why they wash their hands and the skin of the fruit. Children join in daily exercise sessions, taking it in turns to decide on the next movement to copy.

The childminder supports children's speech and language exceptionally well. She models speech clearly and carefully and asks questions that encourage children to think and respond. For example, when reading a book about making choices, they talk about their own choices, often laughing about the answer.

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

- The quality of teaching is excellent. Children show high levels of concentration as activities are based on their interests. The childminder uses her exceptional knowledge of the children to assess their current learning and development. The childminder reflects on what the children know and can do to plan activities and experiences that will challenge their learning effectively. For example, the children collect sticks to make a stick man, which then extends to making and coating the sticks in dough. They investigate ways to make it less sticky, resulting in the children using more flour on their hands.
- The childminder uses every opportunity to prioritise children's speech and language development. Songs are accompanied by props. For example, when singing 'The Wheels on the Bus', the childminder and children use plates as steering wheels. During snack, a slide show of photographs is displayed. Children use increasingly complex language to talk about their friends in the pictures.

- The childminder continually explores ways to give the children new experiences that reflect the wider world around them. For instance, children visit the local nursing home to sing songs and talk to the older people. The children take regular trips on the local bus service around their neighbourhood. The childminder holds frequent discussions with children about what makes them and their families unique. Children attend local playgroups with the childminder, where they meet with others to develop their impressive social skills.
- The childminder has a wide variety of easily accessible resources. The high-quality resources challenge children's learning and development while stimulating their curiosity. For example, they count model cars as they are loaded onto a small-world car transporter, then investigate ways to stop them falling off.
- Positive partnerships with parents, schools and other early years provisions are fully embedded and highly successful. The childminder regularly exchanges information with parents and other professionals to ensure a joined-up approach to children's learning and development. For instance, the childminder shares detailed assessments and meticulous observations of children's learning to help identify precisely what children need to learn next.
- The childminder identifies specific training that will enhance her already outstanding knowledge of children's development and safeguarding children. The childminder reflects comprehensively on her practice and continuously improves her teaching skills.
- Children are encouraged to be wonderfully independent. They go to the toilet on their own, wash their hands carefully, pour drinks and prepare snacks with confidence. When faced with a problem, the childminder supports and guides the children superbly to think for themselves and succeed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe and secure environment for children to play and learn. She has an excellent understanding of her child protection policies and procedures, including recognising and reporting any concerns about children's welfare. The childminder understands wider safeguarding issues including the 'Prevent' duty and how this is related to the local authority where she lives. The childminder has effective risk assessments in place and teaches the children about managing risks. The childminder holds a current paediatric first-aid certificate so that she is able to care for children in the event of an accident or incident.

Setting details

Unique reference number	EY432301
Local authority	York
Inspection number	10117526
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	3 to 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 September 2015

Information about this early years setting

The childminder registered in 2011 and lives in York. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Clark

Inspection activities

- The inspector completed a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector observed an activity and reflected on this with the childminder.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector spoke to the childminder and children throughout the inspection and took account of parents' 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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