

Childminder report

Inspection date: 3 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 behave extremely well as they play alongside each other in the safe and impeccably organised setting. Exciting music and singing sessions engage children. They eagerly anticipate what is going to happen as the childminder shakes instruments inside a bag. Children enthusiastically identify the correct sounds. They learn about pace, time and rhythm as they tap bells to familiar songs. Furthermore, the childminder sings familiar songs in Greek to support children who speak English as an additional language. The inspiring childminder ignites children's imagination and creativity. Even children who are a little shy soon turn into confident and resilient individuals. For example, as children listen to music, they focus on the tone of the music and guess which animal it represents. Children listen carefully and make suggestions such as 'butterflies' and 'fish'. The childminder provides children with scarves and ribbons, and children move to the music. Children are eager to take part and thrive on the praise that they receive from the incredibly supportive childminder. The childminder is highly knowledgeable about children's individual needs and current stages of development. She has high expectations for children and is keen to help them to achieve. For example, when children need reminders about sharing, the childminder turns it into a game.

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

- The childminder's observations and assessments of children are meticulous. She uses this information to set precise targets for children's learning. The childminder shares this vital information with other settings that children also attend. She is part of a partnership group that includes other childminders, local schools and other settings. They meet to analyse and moderate children's learning and development. The childminder works extremely closely with the group, providing them with regular information about children's progress. She seeks feedback from them about children's interests so that they can successfully promote continuity and consistency in children's learning.
- Children have excellent opportunities to develop their physical skills. They demonstrate their small-muscle control superbly as they manipulate a range of utensils. For example, children make marks with pens and use knives to chop their fruit. As they carefully cut their apple, children learn to assess their own risks. Children tell the childminder that the piece is 'bite size'. The childminder arranges a great number of outings to places of interest in the local community. Children particularly enjoy visiting castles, museums and going on a pretend bear hunt in the local woods. These visits help children to develop their knowledge of the wider world around them and successfully enhance their physical skills.
- The childminder uses every opportunity to extend and support children's language and literacy skills. She provides a language-rich environment. For

example, the childminder introduces new words, such as 'slither' and 'periscope', to develop children's growing vocabulary. Children access a wide range of books independently and enjoy sharing stories. The childminder instinctively adapts her support to ensure that the needs of all children are met. For example, she supports children to recognise initial letter sounds. Story sacks encourage children to develop a love of reading books at home so that they can enjoy them with their parents.

- Children play together and share toys and resources exceptionally well. Young children are incredibly independent and self-sufficient. For example, they access the toilet and wash their hands without any prompting. Furthermore, children explain to each other why it is important to wash all parts of their hands. Very young children say 'wash between your fingers to get rid of all the germs'.
- Partnerships with parents are exemplary. They are involved in their child's learning from the very beginning. Parents speak very highly of the childminder. They comment that the childminder has given their child 'the best start in life'.
- Children behave remarkably well as they play alongside each other in the safe, homely and stimulating environment. The childminder plans a rich and varied selection of well-organised activities. Children persevere at tasks and display a can-do attitude when they are set challenges. For example, the childminder claps out syllables on her knee. Children respond and copy, clapping back the same syllables.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptional understanding of safeguarding. She regularly attends safeguarding training to ensure that she is up to date with any changes in local procedures. She is very confident of what to do in the event of an allegation being made against herself or a member of the household. The childminder has an extensive knowledge of wider safeguarding issues. For example, she demonstrates an excellent understanding of the 'Prevent' duty legislation, female genital mutilation and county lines.

Setting details

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| Unique reference number | EY445286 |
| Local authority | York |
| Inspection number | 10117545 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 20 January 2014 |

Information about this early years setting

The childminder registered in 2013 and lives in Dunnington, York. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She offers funded early education places for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector observed teaching and interactions between the children and the childminder.
- The inspector sampled documentation, including policies, children's records and the childminder's qualification certificates.
- The inspector took account of the views of parents through their written feedback.
- An activity was observed and evaluated by the childminder and the inspector.
- The childminder showed the inspector around her home. They discussed the curriculum and the inspector looked at the range of resources available for children's use.

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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