

# Childminder report

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Inspection date:

3 February 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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

Children thrive and excel in the care of this experienced and knowledgeable childminder. They form very strong bonds with her. Children are immensely happy and show that they feel safe and secure. They play imaginative games harmoniously together, ensuring that they include all children. For example, young children delight in taking turns 'speaking to mummy' on the toy telephone. They develop roles and their language with confidence. Children solve problems exceedingly well. For example, they delight in moving the role-play area to another corner of the room. Children collect the resources which they need independently, and predict ways in which they can move them. They work together, giving each other instructions to follow to complete the task.

Children are brimming with confidence and self-assurance. Even the youngest children delight in welcoming new visitors to the childminder's home. The childminder devises a rich and extremely well-thought-out curriculum. This is precisely informed from her expert knowledge of the skills that children need to learn next. Children become deeply engaged during their play and display the very highest levels of motivation. The childminder shows the highest expectations of children's behaviour. She works hard to listen to them. The childminder supports children to talk and to solve their own disputes with positive reinforcement and praise. She provides children with explanations so that they can think for themselves. Children are extremely polite and positive towards each other as they agree to share toys. They are exceptionally kind to each other and help their friends put on dressing-up outfits and do up fastenings.

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

- The childminder models language with exceptional skill to encourage children to talk. For example, she discusses and helps children understand that a sensation in their tummy may be feelings of hunger. The childminder introduces children to new vocabulary, such as 'lemur', while reading a story. Children relish their success as they repeat the new word.
- Children develop a thirst for learning about numbers and counting in exciting and interactive ways. The childminder builds on their previous learning and challenges them to deepen their knowledge and understanding. For example, children competently recognise numbers beyond 10 on the front doors of houses and on road signs. The childminder seamlessly weaves mathematical concepts into everyday activities. For example, children hold up their fingers to count how many colours they need to paint each finger a different colour.
- The childminder works closely with other professionals to support children's learning further. For example, she regularly liaises with pre-school leaders, teachers and parents to seek advice, review children's progress and set children

challenging targets. Children take part in poppy commemorations and visit the local memorial. They visit attractions such as museums, gardens, childminding groups and a singing club. This helps children to develop their understanding of the world.

- The childminder is committed to promoting inclusion, equality and diversity. She provides children with opportunities that help them to value and respect each other's rights. Children visit a Chinese restaurant to sample a banquet for Chinese New Year. The childminder encourages children to respect each other's choices. For example, she explains that men and women can wear nail varnish.
- The childminder is aware that some children were not able to access public spaces due to the COVID-19 pandemic restrictions. She plans visits to counteract this. For example, children visit local parks and walk around the lake as they meet up with other childminders and their children. Children take part in a national birdwatching week. They excitedly recall the birds they have seen.
- Children demonstrate very strong values. They mutually agree on things by voting. For example, children decide which route to take on the way to school. This helps them to learn about democracy and respect.
- The childminder goes above and beyond to ensure that she keeps parents up to date with their children's daily progress and learning. She asks parents about what their children know and can do on entry. This ensures that the childminder has a secure understanding of children's development levels. She shares ideas for activities for parents to try at home with their children.
- Parents' feedback is extremely complimentary. They say that the childminder offers a wonderful range of activities, and that she provides excellent and detailed feedback at the end of every day.
- The childminder gives a high focus on maintaining her already outstanding practice. She accesses an extremely wide range of training programmes. For example, following training in den building, the childminder has adapted the outdoor area to provide additional resources and freedom for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that may indicate a child is at risk. She follows highly robust procedures to help safeguard children. The childminder knows precisely what to do should she have any concerns about a child's welfare. Children are further protected as the childminder keeps the safety of the environment at the forefront of her care. Children are taught about managing their own risks and learn about protecting themselves through discussions around topics, such as road safety. When children enjoy physical activities at the park, the childminder supports them to understand when it is safe to use the climbing frame.

## Setting details

<b>Unique reference number</b>	EY427066
<b>Local authority</b>	York
<b>Inspection number</b>	10117514
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	8 July 2015

## Information about this early years setting

The childminder registered in 2011 and lives in the Rawcliffe area of York. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-, three- and four-year-old children. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Claire Crumpton

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
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