

# Childminder report

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Inspection date: 10 February 2022

<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 enjoy their time with this friendly and loving childminder. This is evident when they clap their hands the moment they see her. Parents feel that their children are cared for 'like a member of the family'. They say the speed in which their children settle, despite restrictions requiring families to stay at home, is testament to how happy children are with the childminder.

Children demonstrate superb concentration. For example, they are fascinated to discover how they can use magnets to move metal balls. The childminder extends this, showing children how they can move things even by placing the magnet underneath a tray. Children focus intently as they try to move things using this method. They persevere when things do not move, and shriek in delight when they move a metal spoon. The childminder has very high expectations of what children can achieve. For example, she thinks carefully about the skills children need to recognise their name. She helps children to focus on the initial letter, which supports young children to find their name when they arrive in the morning.

Children are very safe in the setting. The childminder has reorganised her play space as a result of the COVID-19 pandemic. Children know how they can keep themselves safe. For example, they wait for the childminder to sit down before they use a knife to cut their banana.

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

- The childminder provided strong support for families during the pandemic. For example, she sent weekly craft packs to them during closures and arranged online video calls twice weekly. As local restrictions eased, she dropped off activity and story packs on a weekly basis. Children especially looked forward to playing games with the childminder via video messaging.
- The childminder has an excellent attitude to developing her knowledge and skills. Her professional development is focused on providing rich experiences for children. This has included training on 'early help' and in-depth training on the revised early years curriculum. The childminder studies a range of issues in her own time and has developed a range of resources, such as 'one-minute guides' to refer to. This contributes to her excellent knowledge and understanding.
- The childminder is incredibly successful in helping children to develop an awareness of different communities and cultures. She provides a range of thought-provoking activities to develop children's understanding. The childminder uses children's favourite television programme to design and follow a programme of badges for them to achieve. This helps children to learn about a range of issues, including personal hygiene, geography and different communities.

- The childminder has a superb understanding of the order in which children develop new skills. She uses her in-depth knowledge incredibly well to provide stimulating activities to develop children's understanding. For example, the childminder identifies when children's counting skills are secure and provides opportunities for them to recognise numbers. She builds on their interest in cars by adding a garage and cars with numbers on them to develop their understanding of numbers further. Activities such as these contribute to children's excellent progress in mathematics.
- The childminder's clear curriculum intent is evident. She focuses on this incredibly well as she supports children's play and learning. As the childminder plays alongside children, she reminds them of the need to share and take turns. When children attempt to grab something, the childminder says 'excuse me' to prompt them to think. Three-year-old children remember to ask, 'Can I have that please?', showing that they understand how to be polite and use manners.
- Children's behaviour is excellent. They understand the childminder's expectations. The childminder reminds children to sit on their bottom on a chair. She waits until they have carried out this instruction before giving them a snack. The childminder places a high priority on helping children to recognise how they are feeling and talk about their emotions. This strong focus helps children to talk about and manage their feelings, reduces incidents of frustration and improves their behaviour.
- The childminder is committed to working in partnership with parents and other providers. She shares detailed information about children's learning with parents. She communicates her learning intentions with other childminders that children also attend, and they communicate regularly. For example, they talk about the progress children have made in sharing and taking turns. This shared approach helps children make excellent progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Children are very safe. The childminder has thought carefully about keeping them safe outdoors. She has a secure fenced area and provides canopies to shade children from the sun in summer. The childminder has an excellent knowledge of the signs of possible abuse or neglect, and knows what action to take if she has concerns about a child. She has a strong understanding of a wide range of safeguarding issues, including the 'Prevent' duty and county lines. The childminder ensures that her knowledge is current. For example, she is currently strengthening her understanding of the impact of the latest technological equipment, such as 'smart glasses', on children's safety, and has updated her policy in relation to these.

## Setting details

<b>Unique reference number</b>	400978
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117297
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

The childminder registered in 2000 and lives in Carlton Minniot, Thirsk. She operates all year round from 8am to 5pm on Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Elizabeth Fish

## Inspection activities

- This was the first routine inspection the childminder 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 inspector observed children as they played and evaluated the quality of the childminder's support on children's learning.
- The childminder showed the inspector the areas of the premises that she uses with children and explains how she organises her curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector the documentation that she uses for childminding, including those relating to the suitability of persons living in the household.
- The inspector took into account the views of parents through written feedback provided.
- The childminder explained how she manages her childminding business and how she keeps children safe.

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  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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