

Childminder report

Inspection date:

31 May 2022

Overall effectiveness	Outstanding
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 are developing a real love of learning during their time with this highly dedicated childminder. They confidently explore the wide range of resources available to them indoors and outside. They are encouraged to lead their own learning. Older children design obstacle courses, using pallets, tyres and guttering. They practise manoeuvring bicycles and trikes around the course. Younger children watch with interest and start to ride over smaller ramps. Children make excellent progress from their starting points because of the childminder's skilful interactions with them as they play. The childminder helps children to count the number of legs on insects in a nature book. She encourages them to experiment to see which objects will roll or slide down a track. As a result, children are highly engaged and motivated.

Children are extremely happy and settled in the nurturing care of the childminder and her assistant. They are spoken to with respect. Children chat about their families with the adults, who listen with interest to what the children are saying. Children play together extremely well. Older children show patience as they help their younger friends to join in. When children are upset or unsettled, they are reassured and given a cuddle. This supports children's emotional well-being and makes them feel valued.

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

- The childminder has a deep understanding of how children learn. As a result, she has created a stimulating learning environment in which children receive experiences in all areas of the curriculum. The childminder reviews this regularly and makes changes to maintain children's interests. The childminder and her assistant know the children extremely well. This enables them to provide opportunities for each child to focus on their next steps in learning. For example, during a craft activity, the childminder is very clear about the learning intentions for each child. These include following instructions and understanding positional language, such as 'in front' and 'underneath'. The childminder also explains that she has provided pre-cut paper to help some children recognise shapes. She knows that some children need to develop their cutting skills and provides separate opportunities for them to practise.
- Children experience a rich variety of visits to places of interest. They tell the inspector about the dinosaurs they saw at a local museum. Parents say that their children told them about the ammonites they found when digging. Children practise early writing skills as they complete nature spotting cards when out in the woods. They also climb trees as the childminder helps them to encounter risks and to understand how to keep themselves safe. Additional funding is used so that all children can take part in a weekly sporting activity, where they learn

new skills and socialise with other children.

- There is a considerable focus on supporting children to become more confident communicators. The childminder seamlessly introduces new vocabulary and explains what it means. For example, she tells the children that a 'palace' is a special name for a queen's home. Toddlers who are starting to form words are encouraged to vocalise. The childminder has resources to support children who speak English as an additional language.
- Children listen attentively to stories. The childminder involves all children when asking questions about the pictures. She uses a puppet to engage with some children as she reads aloud. Children enthusiastically join in the actions to familiar rhymes. Younger children can request their favourite song by curling up on the floor like sleeping bunnies. They squeal with delight as they wake up and hop around the room.
- Children show high levels of independence. They wash their hands before they eat and put on their own shoes to go outside without being prompted. Children quickly learn the colour of their own towels. These match the colour of their name on labels around the house. This means that even the youngest children can point to and recognise their own things. Children are provided with healthy, home-cooked food. They are looking forward to eating the strawberries they are growing outside.
- Parents are delighted with the service the childminder provides. They praise the way the childminder has helped their children to settle and build their confidence. This was especially important to parents because of the impact of the COVID-19 pandemic on children's social development. The childminder has engaged with families to find out more about their religions and cultures. This helps all children to develop a sense of what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to keep children safe extremely seriously. She and her assistant update their safeguarding training regularly. The childminder has a detailed knowledge of the signs and symptoms that might indicate a child is at risk of harm. This includes an understanding of wider safeguarding issues, such as grooming and online abuse. Both the childminder and her assistant know the procedure to follow should they need to report any concerns. This includes allegations against people who work with children. The childminder's premises are safe and secure. She carries out regular risk assessments to support children's safety at her home and when out and about.

Setting details

Unique reference number	321396
Local authority	York
Inspection number	10117284
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 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	21 November 2014

Information about this early years setting

The childminder registered in 2000 and lives in the Clifton Moor area of York. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 6. She works with assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Batchelor

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 their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the provision 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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