

# Childminder report

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Inspection date: 17 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 in the care of this dedicated, loving and outstanding childminder. The childminder knows what she wants children to learn and is committed to providing children with the best possible experiences. She provides inspirational activities outdoors to help children to learn about the world around them. Children develop awe and wonder in the extensive countryside around the childminder's home. They observe the life cycles of ducks and goslings, pick apples and blackberries and run around a corn maze. Children watch and recognise birds with binoculars. They have their own patch in the garden where they plant and harvest vegetables and herbs.

Children are curious and constantly explore and investigate. For example, they work out how to change the colour of the water, using guttering and ramps. Children are amazed when they mix coloured rice together and make a different colour. When children show an interest in machinery after watching the farmer harvest the nearby fields, the childminder provides a variety of natural resources to extend children's curiosity. Children are deeply engaged as they investigate sheaves of corn and remove the corn, grinding it with stones and talk about making 'flour'.

Children confidently show the inspector around their two large playrooms, which are carefully planned around their interests and learning. They freely access a range of exciting and motivating resources. Children spontaneously tell the childminder that they 'love her' and are 'happy'. Children's behaviour is excellent. The childminder comments on children's actions when they play, such as by telling them that they are kind and helpful. Children are very confident communicators.

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

- The childminder wants every child to gain as much knowledge as possible. She has a thorough knowledge of children's stages of development and interests. The childminder uses this information to plan exciting and stimulating activities, which take account of what individual children need to learn next.
- The childminder provides superb opportunities for children to develop their mathematical skills. Children know the differences between two- and three-dimensional shapes. They comment that they have found a 'cuboid' and a 'trapezoid'. Children compare stones and talk about which are 'heavier' and 'lighter'. They recognise numbers as they jump on wooden logs outdoors.
- Children acquire wonderful vocabularies. They talk about the roofs on their models being 'flat' or 'pitched'. The childminder uses effective questions and comments and extends on children's language at every opportunity.
- The childminder provides excellent opportunities for children to develop their

early writing skills. Younger children make marks in rice with vehicles and large paintbrushes. They use chunky chinks to draw intricate patterns outdoors. Younger children very competently develop their fine-motor skills as they explore large padlocks and keys.

- The childminder displays books in all areas to encourage children to develop a love of reading. Children settle down in a cosy tepee to read their favourite books. Children learn to recognise their names. For example, they find their name card on arrival to register their attendance.
- Children show very high levels of self-esteem and independence. They listen carefully to each other and proudly say, 'I have a good idea'. Children are polite and considerate of their friends. They apologise spontaneously when accidentally knocking another child's creation. The childminder uses puppets to help children to express their feelings and emotions.
- The childminder shares a wealth of information with parents about their children's learning. She provides parents with ideas to extend their children's learning at home. For example, children take story bags home to share with their parents.
- Parents comment that they could not have hoped for a more safe, educational, healthy and loving environment for their children. They report that their children run in happily each day, and constantly chat about their adventures, the childminder and their friends.
- The childminder wants all children to be ready for school. She has close relationships with local schools. The childminder shares a wealth of information about children's learning. She invites teachers to her setting prior to children starting school. This contributes to the smooth transitions which children make.
- Children are enthusiastic and eager to join in with all the exciting activities on offer. Children have many opportunities to develop their imaginations. They use pans and large cutlery with herbs, sticks and mud, and pretend to make 'chocolate soup' in the outdoor kitchen.
- The childminder is a reflective practitioner who works hard to maintain her outstanding practice. She focuses her training and professional development on making sure that children make the best possible progress. For example, recent training around mathematics has helped the childminder to challenge and sequence children's learning in this area even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise how to identify children who may be at risk of harm. She understands the action to take if she has a concern about a child. The childminder makes sure that her assistants keep their knowledge of safeguarding up to date. She teaches children how to keep themselves safe. Younger children confidently tell the inspector to use an individual hand towel and put it in the basket when used. Older children recall how if they see cows on the track when in the countryside, that they must stand still at the side and hold hands.



## Setting details

<b>Unique reference number</b>	401265
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10117298
<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 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 June 2016

## Information about this early years setting

The childminder registered in 2001 and lives near Huby, Easingwold. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She works with assistants, of whom one holds a childcare qualification at level 3. The childminder provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

## 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 provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection and showed her around their setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder carried out a joint observation of an activity with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection. Parents shared their views 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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