

Childminder report

Inspection date: 11 January 2023

| 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 | Good |

What is it like to attend this early years setting?

The provision is outstanding

Children are inspired and thrive with this exceptional childminder. They are extremely happy, settled and highly motivated learners. The childminder provides activities that encourage children to explore and investigate with confidence. Any possible gaps in their development are quickly identified and support put in place. This helps children to rapidly catch up and make excellent progress from their starting points.

The childminder has high expectations for all children. Children's behaviour is outstanding and the childminder is an excellent role model. Both the childminder and children are kind, well mannered and helpful towards each other. Children treat each other, the childminder's home and the environment with care and respect. For example, children know not to wear shoes in the childminder's home to keep the floor clean. They immediately put rubbish in the bin and help to tidy away toys and equipment.

The childminder provides an excellent learning environment that encourages children to be curious and active learners. Children are extremely well engaged in their play and exploration. For example, children spend a considerable time exploring different ways to melt ice. They use sponges, warm water and salt. They skilfully use pipettes to pick up and drop water, cups to pour and spoons to dig. Children use words, such as 'dissolving', 'frozen' and 'melting'. The childminder expertly extends children's knowledge of the use of salt. She explains how it can be used to melt the ice outside.

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

- Children are extremely independent. They know how to wipe their noses, go to the toilet independently and wash their hands. Children skilfully and safely use knives to cut up bananas under the constant supervision of the childminder. They clear away their dishes after meals and pour their own drinks. They are exceptionally well prepared for the next stage of their learning.
- The childminder wants children to appreciate and take care of the world in which they live. She makes excellent use of the natural environment to promote this ideal. Children develop their large-muscle skills as they climb, balance and run outside. They go on regular walks to see the animals in the nearby fields and to the local nature reserve. They feed the ducks and watch the frogspawn turn into frogs. Children delight in demonstrating how frogs jump. Learning is strengthened by using activities that show the life cycle of frogs. Children are quickly able to show the correct order. This demonstrates that children can recall previous learning.
- A love of books is encouraged in this setting. Children independently choose

books to look at themselves or share with the nurturing childminder. They eagerly identify the animals in a story. These include a grouse, weasel, fox and bear. Children explain how to recognise each animal and the footprints that they make. Other animals are discussed, for example, a salamander. Children understand that information can be found in books.

- The childminder provides children with wonderful opportunities to develop problem-solving skills. They recognise numbers on lily pads and place the correct number of frogs on their leaves. Children play with scales, adding and taking away bears from each side until they are balanced. They use a tape measure to decide which bugs are the biggest. These activities help children to develop their understanding of mathematics.
- Partnership with parents is excellent. Parents state that the childminder provides an 'extremely high standard of care'. They feel included in their children's learning and development. Parents know that their own input is respected, valued and considered. Partnerships with other local settings, including the primary school, are incredibly strong. The childminder collects and shares information with settings to make sure that children's voices are heard, and to offer continuity of care and learning. She attends and runs local toddler groups to support both children and parents in reconnecting following the COVID-19 pandemic. This helps to support both children's and parents' emotional well-being.
- The childminder is very reflective of her practice. She shows determination to continually build on her skills and knowledge to develop practice. The childminder has the drive and commitment to ensure that children always remain at the heart of what she does.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the signs and symptoms of abuse and who to contact should she have any concerns. The childminder regularly takes part in safeguarding training to make sure she has up-to-date information on local safeguarding procedures. She keeps accurate records of accidents, any medication given and children's attendance. Children practise fire drills, so they know what to do in an emergency. The childminder's home is safe and secure. She has a current paediatric first-aid certificate which helps her to know what to do following an injury.

Setting details

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| Unique reference number | EY491869 |
| Local authority | York |
| Inspection number | 10264033 |
| 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 | 2 to 5 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 19 May 2017 |

Information about this early years setting

The childminder registered in 2015 and lives in the Clifton Moor area of York. She opens Monday to Thursday, from 7.30am until 5.30pm, during term time only. The childminder provides funded early education for three- and four-year-old children. She has an appropriate foundation degree in early years.

Information about this inspection

Inspector

Suzanne Thompson

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 their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.
- 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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