

# Childminder report

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Inspection date:

16 November 2023

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## **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

The childminder places a focus on nature and children learning outdoors. She is dedicated to helping every child make the best possible progress. Children are motivated by the exciting activities on offer. For instance, they measure the depth of puddles with sticks, pick fresh herbs to add to their mixtures in the mud kitchen and explore the differences between natural objects. Children are deeply involved in their learning, displaying constant enjoyment and enthusiasm when they play. Younger children develop their hand-to-eye coordination when they play in the water. They pour, fill and empty different containers very carefully. The childminder extends children's learning by showing them how to squeeze a large pipette to transfer water. She encourages children to explore whether objects such as conkers will float or sink.

The childminder places emphasis on developing children's health and well-being. For instance, she has researched evidence about the benefits of younger children safely sleeping outdoors. Children's behaviour is excellent. They play harmoniously together, taking turns and sharing resources. The childminder talks about children's behaviour and emotions when they play. She praises children's specific skills. This helps children to understand their feelings and how to behave. The childminder uses stories to help children to further understand how to regulate their emotions. Children are very safe, independent and settled in this setting. They have wonderful attachments with the childminder and each other.

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

- The childminder has a very detailed knowledge of children's stages of development and interests. She is very aware of the sequence in which children need to learn skills. For example, children engage in large-scale painting on a wall outdoors. The childminder recognises that younger children need to make large movements to make marks with their hands, whereas she encourages older children to use smaller brushes and make more intricate marks.
- The childminder plans superb opportunities for children to develop their mathematical skills. Older children learn that a rectangle has two 'long' sides and two 'short' sides, and they weigh blocks in large bucket scales. They recognise numbers on wooden logs and start to count groups of objects. Younger children mix colours, naming the colours they create.
- Children acquire remarkable vocabularies. The childminder uses effective questions, introduces new words and extends children's language at every opportunity. She has worked with the local authority on a project to identify children who are experiencing barriers to their speech and language development. This has enabled the childminder to provide additional interventions to help children catch up quickly in their communication skills.

- The childminder provides excellent opportunities for children to develop their early literacy skills. Children forage for resources to use as tools to make marks on visits in the local woodland. For instance, they use sticks to paint on leaves. The childminder exposes children to lots of different books and stories. Children develop a love of books and act out their favourite story about a bear hunt in the local woods with other childminders and their children.
- Children are curious and enthusiastic. They experiment and work together to solve problems. For instance, when they make play dough together, the childminder encourages children to have their own ideas and make predictions about why dough is too sticky.
- The childminder supports children to gain a deep appreciation about the differences between themselves and their friends. For instance, younger children taste food and listen to music when their friends celebrate Diwali. Older children make diya lamps for their friends to take home.
- The childminder is very experienced in working with children with special educational needs and/or disabilities (SEND). She understands the need to work closely with other professionals to meet the needs of individual children. The childminder uses signs and visual prompts, and she adapts her practice to help children with SEND to make the best possible progress.
- Parents are overwhelmingly positive about their children's experiences in the setting. They comment that every day is a new adventure for their children. Parents very much appreciate the experiences and opportunities their children have to learn and play outdoors. They say that their children make exceptional progress, especially in their confidence and communication skills.
- The childminder provides a wealth of information to parents about how to support their child's development at home. She shares information and signposts parents to further resources, such as around children's healthy eating and good oral hygiene. The childminder shares her focus story and songs each term so that parents can reinforce their children's learning further at home.
- The childminder is a reflective practitioner who works incredibly hard to provide outstanding care and education for all children. She focuses her training and professional development on making sure that children make the best possible progress. For example, she has recently embarked on an accreditation to inspire and move her practice forward even further, while also bringing fun into children's learning through play and in nature.

## 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 in her care, and she keeps her safeguarding training up to date. She teaches children about good hygiene and how to keep themselves safe and healthy. For instance, children know to use their individual flannels and hand towels to prevent cross-infection.

## Setting details

<b>Unique reference number</b>	EY469217
<b>Local authority</b>	York
<b>Inspection number</b>	10301294
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	10 January 2018

## Information about this early years setting

The childminder registered in 2013 and lives in New Earswick, York. She operates all year round, from 7.45am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides early funded education for children aged two, three and four years.

## 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 setting.
- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written 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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Manchester  
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