

# Childminder report

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Inspection date: 28 February 2024

<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	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the stimulating, nurturing environment that is provided by the childminder. She has high expectations for all children, and they excel in the majority of their learning. The childminder provides exciting, challenging experiences that ignite children's enthusiasm to learn. For example, children choose to use the blocks to build a 'bear house'. The childminder links this to a recent story and encourages children to think critically and share their ideas. Children talk about using the cuboids and name other complex shapes as they build. The childminder is an excellent role model for children and places their well-being at the centre of her practice. Children show high levels of self-confidence, and their behaviour is exemplary.

Since the pandemic, the childminder implemented a doorstep drop off for parents and families when young children are present. However, she encourages new starters to visit with their families and offers flexible settling-in sessions. The childminder continuously gathers and shares information with families to ensure that communication is highly effective. Parents leave positive feedback for the childminder. They say that they receive plenty of detailed information about their children's learning and that their children are cared for in a reliable, safe, warm and nurturing environment.

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

- The childminder is inspirational. She is ambitious, professional and committed to providing children with the best start in their education. For instance, she accesses a range of professional development opportunities and reflects on the impact for children. Recently, the childminder has focused on developing her skills to promote children's communication and language skills. This is now a strength of her curriculum. Children use sentences and descriptive words as they play and engage in activities. They demonstrate an extensive vocabulary and are confident communicators.
- Children are extremely well prepared for the next stage in their learning, such as starting school. The childminder encourages them to use their imagination to create stories and songs as they walk to the library. They show an understanding of road safety and take an active part in their own self-care. For example, they are proud to show how they put their coat on independently and try to fasten their own zip.
- The childminder swiftly identifies areas where children may have potential delay in their learning. She has an excellent knowledge of children's developmental stages and uses detailed assessments to monitor their progress. The childminder works with parents and other professionals, including speech and language therapists and other healthcare professionals to ensure that children's specific

needs are met. She provides detailed action plans for children with information about their next steps and how parents can support their child's learning at home.

- The childminder maintains a range of effective partnerships with other settings that children attend. She regularly attends meetings and supports other settings to get to know children. For example, they share and discuss how they can work together to promote children's positive behaviour on trips out of the setting. The childminder works closely alongside the local authority and shares good practice with other settings to drive forward improvements.
- Children benefit from specific praise from the childminder. They have impeccable manners, and they show kindness towards others. They are very keen to help out and engage with younger children in a considerate, gentle manner. The childminder supports children to develop high levels of self-esteem and confidence to initiate conversation and play with others.
- The childminder consistently promotes children's good health and independence. For example, children choose fresh fruit for their snack and thoroughly enjoy using the safety knife to practise chopping. The childminder ensures that they have fresh air and exercise everyday. They regularly visit the library and other local facilities that help them to become aware of their community and the world around them.
- Babies and new starters settle in quickly. The childminder focuses on developing close relationships with them and meets their care needs effectively. For instance, she is aware of how they prefer to sleep and their individual routines. Babies begin to show character as they smile and repeat actions. The childminder supports their physical development as she encourages them to take steps while holding her hands.
- The childminder makes the most out of every opportunity to teach children through their play and recognises when they are ready to learn. For instance, she responds to children's observations of tracks and flowers, encouraging them to think about where the tracks have come from and to count how many daffodils they see. She promotes listening skills as children identify different sounds as they walk.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY497528
<b>Local authority</b>	York
<b>Inspection number</b>	10317005
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Bishopthorpe, York. She operates during term-time only, from 8am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. She provides wraparound care from 8am to 9am and then from 3pm to 5pm on Thursdays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

### 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 the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and the inspector, outdoors during planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder obtained written feedback from parents for the inspection.

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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