

Childminder report

Inspection date: 7 March 2024

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 become highly confident, inquisitive and enthusiastic learners in the care of this nurturing childminder. She skilfully provides a wealth of carefully considered opportunities for children to develop the knowledge and skills they need to support their progress. The learning environment, inside and in the secure garden, is designed to allow children to make independent choices in their play. The childminder follows children's lead, and then identifies ways to consolidate or to extend their learning. For example, she provides resources to help children to explore floating and sinking outside when they show an interest in a pool of rainwater. Children readily go and fill up the pool of water themselves when it is empty so they can continue the activity on their own. Meanwhile, the childminder promotes the youngest children's physical development, such as she encourages them to jump and splash in the puddles they create.

Children behave exceptionally well. The childminder recognises that children need to be shown how to play. She models how to use different resources and helps children to understand how to play together. This helps to create a wonderfully calm and purposeful atmosphere. Children form very strong bonds with their peers. They listen carefully to make sure that their friends who are sleeping have not woken up. Children also willingly share some of their fruit when other children ask for more. There is a great deal of laughter and fun as children chase bubbles in the garden. They giggle when they accidentally squirt orange juice on their faces as they try to peel their own fruit. The childminder cuddles and reassures children when they are tired or upset. This supports children's emotional well-being.

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

- The childminder has an excellent knowledge and understanding of how young children learn. This enables her to ensure that she provides a broad and balanced curriculum. The childminder equips children with the knowledge and skills they need, at a time that is appropriate for their developmental needs.
- Children's love of reading is evident. The inspection takes place on World Book Day and children are enthusiastic to share their favourite stories with the other children. They listen attentively. The childminder makes sure that all children have an opportunity to answer questions about the stories, and what they think may happen next. They also discuss their emotions and consider how characters in the stories may be feeling.
- There is a strong focus on supporting children to become confident communicators. The childminder helps to extend children's vocabulary as they play, or during conversations at mealtimes. Children beam with pride when they are praised for using excellent words, such as 'delicious', or when they join in with the words from familiar rhymes and songs. The childminder also reminds

children to listen to others when they are speaking. These approaches support children to make excellent progress in their language development.

- The childminder knows the children in her care exceptionally well. She carries out regular assessments as she observes their play. The childminder is highly vigilant to identifying children who may need some additional support to help them to make progress. She offers advice to parents so they can help their children at home. Where appropriate, the childminder engages with other professionals to put in place additional interventions.
- The childminder recognises her important role in supporting children to be ready to go to school. There are opportunities throughout the day to help children to develop their self-care skills and to become increasingly independent. Children learn how to put on and fasten their outdoor clothing, they help to set the table and to tidy up. After eating, children know where to put the rubbish and the recycling. The childminder also knows how to prepare children for learning to write. Children develop their finger muscles as they manipulate play dough. They use chunky chalks outside to mark make.
- The childminder promotes children's good health highly effectively. Children enjoy fresh fruit for their snack and the childminder works with parents to ensure that the packed lunches they provide are healthy and nutritious. The childminder has recently accessed training on oral health and has resources to support children to understand how to clean their teeth. They learn to balance and develop flexibility as they try out different moves from a book about yoga. Children spend plenty of time in the fresh air, developing their physical skills in the garden. They learn about the natural world, such as on walks and visits to places of interest.
- The childminder is highly responsive to children's needs. She adapts her plans when she realises children are ready for an early lunch. The childminder treats children with the utmost respect and kindness. She helps children to understand the impact of their actions on others. Children who are cared for before and after school describe the childminder as 'amazing' and 'awesome'.
- The childminder explains how she thoroughly enjoys her job. She is extremely reflective and continues to seek out opportunities to enhance her practice even further. The childminder establishes excellent partnerships with parents. Parents' written feedback demonstrates how much they value the childminder's role in giving their children such a positive start to their education.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	401471
Local authority	North Yorkshire
Inspection number	10312409
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	6
Number of children on roll	9
Date of previous inspection	30 April 2018

Information about this early years setting

The childminder registered in 2001 and lives in Richmond, North Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family holidays and bank holidays. The childminder has a childcare qualification at level 3. She 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 provision.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector considered written feedback from parents.
- 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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