

# Childminder report

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Inspection date: 8 April 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 are safe, happy, and thrive at this home-from-home welcoming childminding setting. The childminder and her assistant show children the utmost care and respect and, as a result, children develop strong bonds with them. From the moment that children arrive at the beginning of their day, they smile and show superb relationships with the childminder and her assistant. Children separate from their parents with ease and quickly settle to the excellent range of stimulating activities.

Children flourish in the care of the dedicated and passionate childminder. They benefit from an exciting curriculum that supports their development in all areas of learning. The childminder has a clear, ambitious, and strategic vision for children's learning and places them at the heart of all that she does. For example, children plant and grow sunflowers. They talk about what flowers need to grow, such as water and sunlight.

Children show exemplary behaviour. The childminder and her assistant have exceptionally high expectations of all children. They constantly use good manners, such as saying 'please' and 'thank you', when engaging with the children. Children respond by using these manners throughout the day, without being prompted. Children receive lots of praise and encouragement, which successfully promotes their self-esteem. They feel valued and special, which gives them the self-belief and confidence to flourish in the childminder's care.

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

- The childminder knows the children very well. She uses her expertise and knowledge of children's development to match activities precisely to their interests and next steps. This extends to children with special educational needs and/or disabilities and children who speak English as an additional language. All children make exceptional progress in all areas of learning and are ready for their next stage in education.
- Children benefit from rich and purposeful experiences that support their knowledge of the local community and the wider world. For example, they regularly visit a local assisted living community where they interact with the elderly residents. The childminder takes children on regular outings to the library, local shops, and places of interests. She is mindful of the need to introduce children to different cultures and plans experiences to help children to learn about these. This provides children with enriching experiences and contributes to their sense of belonging.
- The childminder places a high priority on teaching children how to care for their environment and living things. For instance, children learn about the importance

of recycling. This supports them to develop an awareness of sustainability and caring for the world around them. Children help to look after the setting's chickens. They save scraps of food left over from snack time so they can feed the chickens, and collect the eggs that they lay each day. In addition, the childminder has introduced her highly trained therapy dog, who the children adore. This helps children to learn how to care for and behave safely around animals.

- Children are provided with a language-rich environment that is filled with high-quality interactions. They are confident in initiating conversations and asking questions about things that interest them. For example, children are excited to tell visitors about their recent visit to the circus with their parents. The childminder and assistant model language to children and introduce new words as they play, such as 'absorb'. This supports and extends children's early vocabulary.
- The childminder promotes healthy lifestyles and independence from a young age. Children visit garden centres and help to buy fresh fruit and vegetables to support their balanced and nutritious diet. The childminder ensures that children have daily fresh air and provides opportunities for children to develop a range of physical skills. Children put on their wellington boots and coats, peel fruit, and carefully pour water from small jugs. This fosters children's confidence and readiness for the next stage of their learning and eventual move to school.
- The childminder works exceptionally well in partnership with parents. Parents are extremely complimentary about the care and education that the childminder provides. They value the open communication and the warmth and love that the childminder and her assistant show their children. The childminder provides parents with regular feedback about their child's development and gives specific advice that helps children to make progress.
- The childminder is highly reflective of her practice and continually strives to improve it. Her passion for children and her expert knowledge of how they learn underpins her commitment to her own ongoing professional development. For instance, recent training in curriculum delivery has helped her to raise the quality of education to an outstanding level. The childminder demonstrates excellent leadership skills when evaluating the practice of her assistant. She conducts regular supervision sessions and provides regular opportunities for her assistant to develop new skills and enhance her knowledge.

## **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>	EY452551
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10335294
<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>	9
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	11 June 2018

## Information about this early years setting

The childminder registered in 2012 and lives in Selby, North Yorkshire. The childminder holds an appropriate qualification at level 7 and works with assistants. She operates her childminding service all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Cowton

## 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 her setting.
- The childminder showed the inspector around areas of her home that are used by children, and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder, her assistant, and the inspector.
- The inspector observed the quality of the interactions between the childminder, her assistant, and the children, and assessed the impact on children's learning.
- Parents shared their views with the inspector through verbal feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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