

Childminder report

Inspection date: 25 June 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well supported as individuals by the kind and extremely caring childminder. She is always on hand to provide the right amount of support at the right time through her highly effective interactions. The childminder has developed an exciting and highly motivating curriculum for children which seamlessly interweaves children's next steps in learning together with her own priorities. She carefully thinks through these plans and shares them with parents effectively. This helps all children to make exceptional progress.

The childminder teaches children to use a wide range of vocabulary, which they subsequently begin to use and helps them to communicate effectively. Children use these new words when they talk and recount past events, such as watching frogspawn change into froglets and then frogs. Children behave extremely well. They cooperate with each other and show excellent manners and skills for children of their age. The childminder is an excellent role model and supports children to be respectful of each other. For example, children spontaneously say 'yes please' and 'thank you' throughout the day.

Children are keen mathematicians. They recognise numerals, such as 'four' and 'six'. They recognise small groups of objects without counting. For example, children know that two monkeys are left bouncing on the bed at story time as they eagerly join in with familiar songs and rhymes. Children experience a wide range of activities within the childminder's home and in the local community. They regularly attend local group sessions and visit activity centres where they meet a wider range of children and adults. This helps to support children's already high levels of confidence in social situations. Parents comment that these activities have 'done their children the world of good'.

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

- The childminder has an excellent understanding of individual children's development. She plans a highly effective curriculum which builds on children's excellent knowledge and skills. For example, children plant seeds with the childminder and learn how to look after their growing sunflowers. The childminder's expert teaching, which is highly focused on developing children's language and communication skills, teaches them the correct words for parts of plants, such as 'seeds', 'roots' and 'petals'. Children rapidly learn and use these words when reading non-fiction books as they recall these exciting and highly motivating activities with the childminder.
- The childminder is passionate about her role and has made significant progress since her last inspection. She seeks out relevant professional development opportunities through a variety of sources. For example, she has made strong

links with other childminders in the locality and values the professional relationships she has developed with them.

- The childminder has gained a lot in confidence and has built respectful relationships with parents, who speak extremely highly of the outstanding service that she provides. Parents know that their views are respected and valued. They also say that they feel fully informed through the childminder's excellent communication.
- The childminder prioritises developing children's language skills. She repeats back what children have said and extends short phrases into sentences that children then copy. This has a significant impact on their progress. For example, children hold conversations and add detail as they tell the childminder that they need 'warm water' to bath the baby. This helps to build strong foundations for their future lives.
- Children have the confidence to express their feelings. For example, they say that they are 'not alright' when asked by the childminder after a trip on the floor. This means that the childminder can offer the right amount of support and acknowledge how they feel.
- Children use the well-planned environment and tackle new challenges with confidence. They have access to an excellent range of resources, which they use to practise and refine their extremely good skills. For example, children jump, climb and balance at a variety of heights and on different surfaces. Children have excellent understanding of what they can do for themselves. However, they also know and say when they need help.
- The childminder works closely with parents when concerns are raised about any aspect of a child's development. She liaises with them and provides them with detailed information about the progress that their child is making. Parents share this information with other professionals working with their family.
- Children make their own choices and show that they have a very positive sense of themselves. They know that their ideas are valued and they make their own decisions throughout the day.
- Parents say the childminder has created a warm and 'super welcoming' environment for children and themselves. Children are happy, completely at ease and, as a result, they thrive in her care.

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	EY463745
Local authority	North Yorkshire
Inspection number	10351559
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	24 September 2018

Information about this early years setting

The childminder registered in 2013 and lives in Eastfield, Scarborough. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jill Roberts

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 childminder.
- 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 her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke with children at appropriate times during 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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