

Childminder report

Inspection date: 6 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment. She builds positive relationships with the children, and this helps to develop their confidence and self-esteem. The childminder is a positive role model, and her calm and gentle manner is reflected in the children's positive behaviours. The childminder supports their developing friendships, for instance by inviting children to join in with playing board games and supporting their skills in turn-taking and practising patience.

The childminder knows her children well and provides an ambitious curriculum, which has a particular focus on providing support for children's social skills and self-confidence. Effective use is made of the rural surroundings. Children's knowledge and understanding of the world is enhanced through taking part in nature walks. The childminder also ensures the children take an active role in community life through visiting local toddler groups and library sessions. This has a positive impact on supporting children's social and language skills. She takes note of children's stages of development and plans for how to extend their knowledge and skills further. As a result, children are making good progress across all areas of learning and are well prepared for moving on to school when the time comes.

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

- Following the previous inspection, the childminder has undertaken further training to improve her knowledge and understanding in relation to safeguarding. As a result, she now fully understands how to respond and follow the necessary processes if any safeguarding concerns were to arise.
- The childminder is attentive to ensuring that all areas of learning are supported through her curriculum. For instance, through tracking children's overall progress, she knows each child's current understanding and level of development. As a result, she is able to provide specific questioning and support for children while they play in order to help them make progress. For instance, she supports children's concepts of counting and capacity by exploring how many toy cars fit into different-sized containers. Children are keen to share what they have learned and show pride when their achievements are discussed.
- There is effective support to develop children's language and vocabulary, including pronunciation. This is provided in a gentle and supportive manner. For instance, when the childminder overhears children using the word 'nanas', she swiftly finds multiple opportunities to model the word 'banana' in her sentences. Children are quick to pick up on this and begin to use the full word in their own sentences.
- The childminder provides support for children to develop skills in self-care and personal development. For instance, children are supported well in toilet training and good hygiene. Children know to wash their hands before mealtimes. They

sit up to the table and show excellent table manners during mealtimes.

- The childminder teaches children to be kind and considerate to one another, and she consistently models these behaviours. When children ask to play a board game, the childminder enthusiastically agrees and encourages other children to join in. She supports children to understand the rules of the game and to celebrate each other's wins. The children enjoy these close interactions with each other. They giggle with delight when they are praised for finding the right cards in the game.
- The childminder plans activities with specific intended outcomes to support children in their ongoing development. For instance, she invites children to join in with nursery rhyme sessions, with a focus on developing children's repertoire of songs and rhymes. However, the childminder does not consistently consider how best to engage children and focus their attention before starting activities. This means that, at times, children are quickly distracted and do not benefit from the planned activity.
- The childminder is keenly aware of children's interests and provides opportunities for them to freely explore and engage with activities of their choosing, such as using a range of musical instruments. However, where children show a particular skill in an area of learning, the childminder has not yet considered how she can improve her own subject knowledge in order to provide greater challenge and support for their development. This limits the progress that children can make in their areas of strength.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan the delivery of adult-led activities with greater precision, in order to maximise children's listening and attention skills
- further enhance subject knowledge through focused professional development to improve the quality of education so that children are provided with even greater challenge and support and are able to achieve excellent outcomes.

Setting details

Unique reference number	400991
Local authority	North Yorkshire
Inspection number	10402158
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	8
Date of previous inspection	14 March 2025

Information about this early years setting

The childminder registered in 1992 and lives in Ingleton, Carnforth. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She offers the government-funded places for childcare.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation.
- 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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