

Childminder report

Inspection date: 14 March 2025

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not have a secure understanding of her safeguarding responsibilities. There are significant gaps in her knowledge and understanding of safeguarding and child protection. The childminder does not have a clear understanding of who to contact if there was a concern about a child. Additionally, the childminder does not understand the procedures to follow in managing allegations made against herself or a family member. This lack of knowledge means that children's safety and welfare are not assured.

Despite weaknesses, the childminder is committed to providing care that meets children's individual needs and, overall, offers a good quality of education. She creates a curriculum that is based around children's interests and next steps in learning. She arranges the environment to support children to engage in their learning. For example, children enjoy exploring different play farm animals as the childminder speaks to them about their characteristics and the sounds that they make. Children have a positive attitude to their learning and explore the childminder's home with curiosity and excitement.

Children are confident and behave well. The childminder acts as a positive role model and has high expectations for children's behaviour. She offers praise and encouragement to children and uses clear and consistent reminders when needed. For example, she reminds children to sit safely on their chairs while they are painting so that they do not fall and hurt themselves.

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

- The childminder cannot identify the procedures to follow in the event of a safeguarding concern. In addition, the childminder is not aware of what to do in the event that an allegation is made against herself or a family member. Although the childminder has completed safeguarding training, she has a limited understanding of the signs that may suggest a child is at risk of harm or abuse. For instance, the childminder has a poor knowledge of safeguarding issues, such as risks of county lines, radicalisation and extremism. This compromises children's safety and well-being.
- The childminder knows the children well and provides a varied curriculum, which helps children to make progress. She gathers information from parents about children's needs and interests when they start. The childminder uses this information to plan activities she knows they will enjoy. However, during planned activities, the childminder is sometimes unclear about what she wants children to learn. This prevents the childminder from focusing her teaching more precisely on what children need to learn next.
- Children learn about the importance of healthy lifestyles. The childminder works

with parents to ensure that their children bring healthy packed lunches to the setting. She provides daily opportunities for children to exercise and be outside in the fresh air. For example, they spend time in the garden, go on walks to the local fields and visit the local park. This supports children's physical health and well-being well.

- Partnership with parents is good. The childminder gets to know the families well and builds positive and supportive relationships with them. She shares information through daily discussions, diaries and learning journals. Parents say they feel well informed about their children's day and are very happy with the progress their children make.
- The childminder accesses a range of professional development that enhances her knowledge and skills. For instance, recent training in special educational needs and/or disabilities (SEND) has strengthened her curriculum offering for children with SEND. The childminder generally evaluates her provision. However, this is not targeted enough to effectively identify areas to develop to benefit children's overall learning.
- The childminder supports children's communication and language skills well. She talks to children as they play so that they hear lots of language. She models the correct pronunciation of words. The childminder reads stories to children with animation and asks questions to promote further conversation and help build on their speaking skills. Children are confident communicators.
- The childminder supports children to develop their independence. Younger children are developing an understanding of the need to wash their hands. The childminder supports children to wash their hands properly. Children independently select toys and resources that they want to play with and take a lead in their play. These skills prepare children well for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge and understanding of local safeguarding procedures, including how to identify and respond to a wider range of safeguarding concerns	21/03/2025

develop a secure knowledge and understanding of the procedures to follow in the event of an allegation being made.	21/03/2025
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To further improve the quality of the early years provision, the provider should:

- ensure that the intended learning of planned activities is clear to fully support children's progress
- use the self-evaluation process more effectively to further identify areas to develop to benefit children's overall learning.

Setting details

Unique reference number	400991
Local authority	North Yorkshire
Inspection number	10380332
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	7
Date of previous inspection	5 June 2019

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 and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written 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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