

Childminder report

Inspection date: 15 October 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's very welcoming and well-resourced environment. They hurry into the childminder's home, knowing that their favourite resources will be readily available and their play can begin. The passion the childminder has for her role shines through in everything she does. The very strong bond between the childminder and children is unmistakable. Children know the childminder will recognise when they are tired and that she will snuggle them in closely. This helps children to feel safe and secure in her care.

Children are busy and fully engaged as they involve themselves in activities that spark their interest. Children show exceptional levels of concentration, determination and a can-do attitude to their learning. They fasten together and separate wooden shapes. Children persist until the pieces are fastened together exactly as they wish. The childminder is a skilled practitioner who knows when children need her to join in their play. For example, she shows children how to separate the blocks by pretending to slice and to chop. This encourages children to copy the movements, further developing their skills and abilities.

Children behave well for their very young ages. On the rare occasion the childminder needs to remind children of their behaviour, she does so in a kind and gentle manner. Children show great respect for the childminder's home and resources. For example, as children finish mark-making, they eagerly wipe their tables clean.

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

- The childminder is meticulous in planning a curriculum that is designed to support and extend children's individual skills. She consistently reflects on children's progress. This enables the childminder to understand exactly what children can do and what it is children need to learn next.
- Children's communication skills are supported particularly well. The childminder gets down to children's level and looks at them as she speaks. She gives children time to think, and to reply, before continuing conversations. The childminder introduces new words into children's developing vocabularies. For example, as she runs feathers across children's fingers, she comments the feathers are 'tickly'.
- The childminder provides many opportunities to develop children's physical skills. For example, she encourages young to children manoeuvre themselves across the different levels and surfaces in her garden. The childminder blows bubbles and young children stretch out their arms to try and catch them.
- The childminder helps to foster children's love of books. When using books, she gives children time to look at the pictures and to join in with the words. The

childminder and children access the local library where children choose their own books to read at home.

- The childminder teaches children to manage their own self-care needs and to develop their independence skills. For example, she encourages children to wash their hands before eating. The childminder urges younger children to put on their own coats and shoes. Children smile with delight at the very genuine praise they receive for their efforts.
- The childminder takes children out and about in the local community. They meet together with other childminders to give children opportunities to mix with a variety of different adults and children. This helps children to build relationships with people outside their immediate environment. The childminder uses these occasions to share information and ideas to support and develop her practice.
- Parents speak very highly of the childminder. They appreciate the childminder's home-from-home environment. Parents are particularly complimentary of the childminder's commitment to supporting their children's learning and development. They value the wide variety of places the childminder takes their children to.
- The childminder ensures that she provides children with healthy food for snacks. She further develops children's physical skills and their independence, such as she encourages children to peel their own fruit. However, the childminder does not fully use these times to further children's understanding of keeping themselves healthy. For example, at snack time, she does not discuss with children how the foods they are eating are beneficial to their health and physical well-being.
- The childminder brings some mathematical language into children's play. For example, the childminder and children count as they sing songs and rhymes together. However, she does not consistently use everyday activities and routines to extend children's understanding of numbers and counting further.

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:

- consider how to use daily routines, such as mealtimes, to enhance children's understanding of how to keep themselves healthy
- develop children's understanding of numbers and counting further by using all opportunities as they arise through children's play and routines.

Setting details

Unique reference number	401289
Local authority	North Yorkshire
Inspection number	10363811
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	5
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 1999 and lives in Littlethorpe, Ripon. She operates all year round, from 7.30am to 5.30pm, on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- The childminder discussed with the inspector how she intends to deliver the educational programmes for children.
- The inspector looked at policies and documents the childminder uses when caring for children.
- The inspector observed the interactions between the childminder and children, and evaluated the quality of education being provided.
- Evidence of the childminder's and all people's living on the premises suitability was checked by the inspector.
- Parents were spoken to during the inspection and the written views of parents were taken into account.

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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