

Childminder report

Inspection date: 5 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they are making good relationships with the childminder. For example, children who are new to the setting stay close to her to seek physical and emotional comfort. The youngest children communicate through gesture, physical contact, babble and talk. Children pull her hand and say 'mama' to gain her attention. Children show her what they want to play with and ask for help in getting the resources that they need. They look at books together and place inset pieces into puzzles, practising their fine motor skills. They use paint brushes and water to make marks on paper and notice the changes that happen when they do this.

Children listen, focus their attention and join in with actions and words when the childminder sings familiar songs and rhymes. They cooperate with good hygiene routines as the childminder cleans their hands before they have their snacks. Children are encouraged to sit while they eat. The childminder helps them by sitting side by side with them, offering praise and encouragement as they follow these safe routines. The childminder knows what it is that she wants children to learn next. She has clear goals for each child, which are relevant to their individual needs. This supports children's good progress. The childminder joins in with children's play ideas and supports them to begin to share resources with other children who show interest in the same equipment. This is helping young children to develop their understanding and expectations of good behaviour.

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

- The childminder offers praise and encouragement to children as they practise new skills and do things themselves for the first time. The childminder and children show excitement in their achievements. This helps to promote children's positive sense of themselves.
- The childminder supports children closely when they are separating from their parents. She has noticed that children respond much better when routines are clear and consistent. She explains this to parents who follow her lead. This helps children to settle more quickly at drop off time.
- Younger babies crawl and spend time on their stomach. Older children use larger scale resources outside as they ride on cars and climb on equipment. They use large soft blocks to build towers and enjoy knocking them down. Older children use pens to draw and fit shapes into spaces. All children are developing good physical skills.
- Young children are learning new words rapidly. The childminder uses themes, such as animals, as a focus when planning activities and games for children. However, sometimes she is not clear enough when she teaches children the names for things. For example, she says 'moo' and 'dickie' when she is pointing

to cows and birds. This does not consistently support children's developing understanding and use of English.

- The childminder regularly attends play groups for children and adults in the locality. These sessions provide her with opportunities to link up with other childminders and for children to play in a larger group, developing their social skills.
- Even though the childminder creates time at the end of each day to talk and reflect with parents about their children's daily needs, she does not know enough about children's sleeping routines at home. This means that she does not consistently provide conditions that are right for children to rest, particularly those who are new to the setting.
- The childminder follows known early years practitioners on the internet and uses social media. This has given her ideas of how she can improve her practice even further. For example, she has started to use flash cards as a visual aid for children, to show them as well as talking to them about choices they can make. She has also learned that using clear language, such as 'now and next' helps children to understand what is happening during the day.
- During activities led by adults, children show good levels of sustained interest and engagement. However, the youngest children are not always fully supported and encouraged to develop the skills that they need to be able to play independently. As a result, they can become overly dependent on the childminder.
- The childminder supports her assistant to improve their skills through discussions and observing her as she works with the children. The childminder knows the strengths of the setting and she can identify areas where she is less confident.

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:

- make sure that words introduced and subsequently used with children are clear and accurate, to support their developing communication skills
- find out more, from parents of children who are new to the setting, about their sleep routines and plan how best to provide conditions that are right for them to rest during the day
- support and encourage the youngest children to become more freely engaged in activities that they choose for themselves.

Setting details

Unique reference number	EY101975
Local authority	North Yorkshire
Inspection number	10372251
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	0 to 10
Total number of places	12
Number of children on roll	11
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2003 and lives in Scarborough, North Yorkshire. She operates all year round from 7.30am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. On Thursday, the childminder works before and after school only from 7.30am to 9am and from 3.10pm until 5pm. The childminder works with an assistant. The childminder holds a childcare qualification at level 3. She provides government funded education for children aged from nine months.

Information about this inspection

Inspector

Jill Roberts

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 their early years foundation stage curriculum.
- The inspector viewed a selection of documents including policies and procedures, assessment information and training certificates.
- The inspector observed the quality of teaching and the impact on children's learning, both indoors and outdoors.
- The inspector spoke with the childminder, her assistant and 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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