

Childminder report

Inspection date: 10 June 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 are happy, settled and confident. The childminder provides a nurturing environment, and children enjoy playing and learning alongside her. She has a kind and caring approach and knows children's personalities and characters well. The curriculum is carefully planned to build on what children already know and can do. The childminder prioritises supporting children to develop a love of nature and outdoor learning and enhancing their social skills and independence.

The childminder encourages children to share, take turns and voice their thoughts and ideas. She interacts frequently with children, introducing new vocabulary, such as 'sunflower' and 'sunshine'. Children enjoy chatting with the childminder and quickly use the new words the childminder presents. For example, the children explain how the seeds need water and then where they should be placed to grow.

Children enjoy a curriculum that includes plentiful outings in the local environment. For example, children visit local activity groups, woodlands, play parks and the library, where they enhance their understanding of the world around them. Children also develop social skills further as they interact with new children when the childminder meets with other childminders.

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

- The childminder promotes respectful relationships. She prompts children to show good manners and is quick to praise them when they say please and thank you, or they share with one another. When the children do this, the childminder celebrates the event, and children beam with pride.
- Children enjoy revisiting prior learning experiences. For example, on a recent walk in the local community, children enjoyed observing the flowers. The childminder speaks with children about it and children excitedly recall the sunflowers that they saw, and described them as 'bigger' and 'taller'. They then plant their own sunflower seeds in their own decorated plant pots. The childminder discusses features of a sunflower and what will happen. Children thoroughly enjoy planting their seeds and are very attentive to their young sunflowers.
- The childminder supports children's early literacy skills. She encourages children to sit in a group to read the books that they have brought from home or chosen from the setting. The childminder reads each book in turn before asking children questions to promote understanding and listens intently to their thoughts and ideas. However, the childminder does not consistently plan sessions in a way that meets the developmental needs of all children. Although they show some interest in these group activities, younger children sometimes struggle to keep focus or engage fully with the learning. Although the childminder works hard to

maintain and regain their attention, this is not always achieved successfully, which impacts on some children's learning.

- The childminder uses her comprehensive knowledge of each child to make sure they receive the help they need to be confident learners. For example, as children throw and bounce the balls in the outdoor area, they ask the childminder if they can throw them through the basketball hoop. The childminder sensitively asks, 'Would you like me to show you how to throw the ball?', and children are eager to see. They then mimic her actions to repeat this.
- The childminder teaches children to show consideration for the environment and be respectful of nature. Children are able to explore the garden with the binoculars and magnifiers. The childminder speaks with them about caring for creatures and animals and the natural world.
- Partnerships with parents are effective in supporting children's learning and development. Parents speak positively about the childminder. They appreciate the care and nurturing environment that the childminder provides for their children, and feel she creates strong bonds with them that help them thrive.
- The childminder helps children develop healthy habits to support their developing bodies and minds. Children are provided with healthy snacks and meals and engage in regular physical exercise. The childminder also encourages children to drink water regularly and wear a sun hat as they enjoy playing in the sunny garden.

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 group times more effectively to better capture and sustain younger children's interest and increase their engagement in their learning.

Setting details

Unique reference number	EY243432
Local authority	North Yorkshire
Inspection number	10392341
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 August 2019

Information about this early years setting

The childminder registered in 2002 and lives in the Carlton area of Skipton. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their routine and consideration for outings.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector took account of parents' views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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