

Childminder report

Inspection date: 29 January 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 and settled. They focus well during most activities and persevere at tasks. For example, children confidently count small, coloured teddy bears into matching pots. They develop their counting skills and colour recognition. Children welcome visitors and happily engage in conversations with them. For instance, they make visitors 'cups of tea' in the role-play kitchen.

Children build firm friendships and show care and concern towards one another. They smile and share resources, and they happily play together. The childminder praises children in a consistent and meaningful way that increases their self-esteem and emotional well-being. Children have a good bond with the childminder, and they behave well.

Children show delight as they spot different birds in the childminder's garden, for example robins, pigeons and blackbirds. The childminder uses this opportunity to help develop children's knowledge of the world. She encourages children to talk about what they know about birds and wildlife. Children love choosing favourite stories. They are keen to share books with the childminder and their peers. The balanced curriculum is well planned, overall, to provide children with a range of experiences.

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

- Parents are highly complementary about the childminder. They feel that they are kept well informed about their children's day. The childminder shares ideas for activities for parents to try at home with their children. She works closely with other professionals to support children's learning further.
- The childminder helps children to be independent. For example, she supports children to learn how to use the toilet independently. Children manage their self-care and learn to wipe their own noses. They access their drinks throughout the day. These skills help to prepare children for their future move to school.
- The childminder identifies what children already know and can do when they start. She completes the progress check for children aged between two and three years to identify next steps to build on children's prior skills. However, the childminder does not always focus on what she knows about the children when planning and delivering some of the activities to help all children make the best possible progress.
- The childminder supports children's communication and language skills. She adapts her teaching during activities to extend their vocabulary. For example, she speaks clearly to children, repeats words and models what to do to reinforce their understanding.
- Children enjoy listening to stories and taking part in group activities. For

example, older children develop their fine motor skills as they thread cotton reels onto pipe cleaners. However, some group activities are not sharply focused on each child's individual needs and, at times, younger children lose interest and concentration.

- Children make good progress in their physical development. They enjoy regular trips and outings, such as to the local play parks and tracks. Children have opportunities to use scooters and search for minibeads. Children gain a good understanding of healthy lifestyles. They engage in discussions about healthy food choices, such as fruit at snack time.
- The childminder helps children to learn about the differences between themselves and others. She provides children with a range of books and resources to help them understand the diverse world around them. Children learn about Chinese New Year and the year of the snake. The childminder plans different experiences for children to understand the community in which they live. For instance, they visit a local home for people with dementia. This helps to promote a positive and respectful culture.
- The childminder is passionate about providing good-quality childcare. She regularly reviews her practice and adapts her provision to the needs of the children and to help make positive changes. The childminder attends training and discusses good practice with other childminders to help keep her knowledge up to date. She is keen to further develop her professional practice overall.

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:

- use what is known about children to plan even more precisely for every child to continually build on and extend their learning further
- consider more closely how to adapt group activities to ensure that all children, in particular younger children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY279336
Local authority	North Yorkshire
Inspection number	10372385
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Sowerby, Thirsk. She operates all year round, from 8am to 5.15pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- 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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates and insurance.
- The inspector took account of the views of parents through written feedback provided.

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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