

Childminder report

Inspection date: 21 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 feel safe and secure with the childminder. Babies are content and happy to fall asleep in her warm embrace. This demonstrates the close bond that the childminder creates with children. The childminder knows children in her care well and understands their individual needs. She sees children's emotional security and well-being as her top priority. For instance, she uses yoga techniques to help children control their breathing to calm down when they are feeling overwhelmed. The childminder and children enjoy daily walks to promote their physical well-being and to enjoy the fresh air.

The childminder prepares children effectively for their next stage in learning. She plans activities that follow their interests and motivates them to play. As a result, children engage in their learning and make steady progress. The childminder develops children's sense of responsibility and independence. Children hang their coats up and put their shoes away when they come inside. They independently wash their hands and wipe their noses. Children eat healthy, nutritious foods and begin to learn what is healthy for them. They select which fruit they would like at lunchtime. Children confidently name the different fruits and say 'thank you' as their plates are passed.

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

- The childminder provides activities that she knows children enjoy. They have an interest in pirates. Children identify the spotty pattern and the colours of different pirates. However, the childminder does not build on this interest, for example, by talking about other patterns and colours. This means she does not consistently use her planning well enough to build on what children already know.
- Children practise mark making in novel ways. The childminder understands that not all children like to make marks on paper. She encourages children to make marks and tracks in sand and use an old typewriter to tap out numbers and letters. Children explain that you have to press the keys 'fast' and 'hard' to make them work and that the numbers are at the top and the letters are at the bottom.
- Children learn about the natural world and life in their local community. They take part in music and story sessions at the library, attend local playgroups and enjoy long walks. They learn about different jobs that people do. For example, children watch with interest as the window cleaner cleans the windows. Children learn about the wider world when the childminder brings back musical instruments from her holidays. This helps children to learn about diverse cultures and develop an appreciation of different types of music.
- The childminder understands that learning is sequenced. For example, children

use looped scissors to make snips on paper before confidently moving on to cutting out shapes with two-handled scissors. They build strength in their small muscles as they thread metal hoops onto a wooden block before skilfully threading smaller items, such as cotton reels.

- In the main, interactions between the childminder and children are positive. The childminder holds meaningful conversations with children. She asks them about their morning at nursery and what they would like to play with. However, at times, she asks children questions that only require single word answers. This means plans to extend children's language skills are not always effective.
- The childminder works well in partnership with parents and other settings that children attend. She has access to the nursery's online learning journal. This helps her to plan activities that children have done to offer a consistent approach and strengthen learning. The childminder regularly shares children's development with parents and keeps them informed about their children's day through photos of them at play and verbal feedback. Parents appreciate the help and support that is offered to the whole family and how happy their children are in her care.
- The childminder engages in regular professional development to extend her practice further. She chooses courses that she has an interest in. For example, she enjoys extending her knowledge on children's mental health. However, her training is not targeted enough on improving her knowledge on planning for children's continued learning.

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 activities that continually build on what children already know and can do to help them make the best possible progress
- use all opportunities, through effective teaching strategies, to extend children's vocabulary and conversation skills
- evaluate practice even further to determine what training needs to be done to better plan for children's learning.

Setting details

Unique reference number	EY286478
Local authority	North Yorkshire
Inspection number	10364036
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	22 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Sherburn in Elmet, West Yorkshire. She operates her childminding provision from 8am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. She holds a recognised childcare qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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