

Childminder report

Inspection date: 4 September 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 have a wonderful relationship with the childminder who is kind and patient. They demonstrate high levels of well-being, being happy, confident and active learners. Children excitedly explore the outdoor area, using different resources. They have wonderful communication skills, sharing their thoughts and ideas with each other as well as with the childminder. She introduces new vocabulary, sings songs with the children and talks to them throughout their time with her.

Children are very independent. The childminder helps children to take turns, follow routines and boundaries and take an active role in different aspects of their day, such as washing and drying their hands before having lunch. Children problem-solve when thinking of ways to release tennis balls that become stuck in a pipe, trying out their ideas and making adaptations when required. They laugh and show great excitement as they look through and view each other from the other end of the pipe. They monitor how their voices change when talking into the pipe and try new ideas about how to release the balls. The childminder supports all children to make strong progress in their learning. She uses a range of questioning techniques to prompt their thinking skills and their focus is maintained for long periods.

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

- Feedback from parents is extremely positive. They say how much the childminder is viewed as a key part of their extended family and how their children miss attending at weekends. Parents explain how the childminder offers advice to help them and their child with different aspects such as weaning. They also talk about how she supports children with special educational needs and/or disabilities, working with other professionals to provide tailored learning plans to meet the individual needs of children. The childminder develops a culture of mutual respect and tolerance within this inclusive setting.
- The childminder's curriculum covers different areas of learning in a fun way. Children learn number recognition and counting skills through games involving tennis balls. They sing familiar songs while bouncing on the small trampoline and also when exploring the outdoor area. However, the childminder does not implement a curriculum that consistently builds upon what the children have learned previously at her setting to fully extend their learning.
- The childminder and the children are confident and skilful communicators. The childminder speaks clearly to the children who listen and follow her instructions. She allows children time to process information and respond appropriately before asking a follow-up question. Children confidently make requests, and they chat to each other about what they are doing. The childminder introduces new vocabulary such as 'unicycle' when looking at pictures of different objects, taking

time to explain what they are and their purpose.

- Children enthusiastically join in with decision-making activities. They have lots of opportunities to make choices and have autonomy over so many different aspects of their day. These include choosing where to play, what to have for snack and how many segments of orange to eat. The childminder implements boundaries which the children respect and follow, and she makes it clear her high expectations of children's behaviour, which is exemplary. Children are happy, enthusiastic and active learners who share resources and engage with each other in a positive way.
- The childminder recently completed an early years professional development training programme and has incorporated new ideas into her provision, especially around mathematical concepts. Young children discuss which length of stick is best to release the balls stuck in a pipe. They learn through trial and error and enjoy the challenge of how to release the balls, laughing and running excitedly to find other items to use. They demonstrate superb focus, attention skills and persistence. The childminder provides gentle prompts for them to 'keep going' and 'try again'.
- Children learn to make healthy lifestyle choices through eating a wide range of different fruits. They have numerous opportunities to be physically active during their time at the childminders. They develop gross motor skills and coordination through games involving jumping, climbing, kicking, throwing and catching. They manage risks when climbing up and down small ladders and learn to play safely with reminders about where the ride-on cars can and cannot be driven.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and honest 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:

- implement a curriculum that is well sequenced so that children can effectively build upon the knowledge that they have already learned.

Setting details

Unique reference number	EY297785
Local authority	North Yorkshire
Inspection number	10351140
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	9
Date of previous inspection	10 October 2018

Information about this early years setting

The childminder registered in 2004 and lives in Sutton-in-Craven, near Skipton. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 4 qualification in childcare and provides funded education for two-year-old children.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- Children spoke to/with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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