

Childminder report

Inspection date: 30 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

The childminder is kind, caring and experienced. She establishes warm and supportive relationships with all children. They are confident to approach her for cuddles and reassurance, for example, climbing on her knee when sharing a story. Helping children to develop good personal and social skills are important to the childminder. She helps children feel confident and comfortable about who they are. Children are happy and enthusiastic learners, and they are polite and respectful of each other.

The curriculum incorporates a balance of child-led and adult-led activities, and children learn about aspects such as plant life cycles. They observe the growth of sunflower seeds, which have been planted recently by the children, and transfer them to larger pots. She draws their attention to the different parts of the plant, carefully showing them the root system. Children demonstrate excellent motor skills as they transfer compost from a larger container to the pot with a spoon. Children are independent, and they show a good level of understanding as they complete the activity. They are engaged and focused, asking relevant questions to further their own knowledge.

Sharing stories and songs form a key part of the daily routine, and children are keen to join in with actions to songs and words from familiar stories. They have good communication skills, incorporating new vocabulary such as the word 'excavator' while talking about a recent trip in the local area.

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

- The childminder creates a welcoming environment where children are free to explore and develop their own play ideas. The area is clean and bright, with ample space for children to construct and explore. However, the childminder's learning environment lacks careful planning to spark children's curiosity or support sustained interest. Children do not consistently engage with the resources in meaningful ways, sometimes using them inappropriately.
- The curriculum includes adult-led activities. These include hands-on opportunities for children to remember key parts from a familiar story. The childminder provides relevant prompts to keep the children engaged. They are eager to demonstrate their knowledge of sequencing and counting skills. Children are particularly engaged during these adult-led times, and they show high levels of concentration and focus. However, such activities are not always adapted to include opportunities for the youngest children to fully participate.
- Children make good levels of progress in their development. The childminder is skilful at helping children to make links in their learning. She prompts them to think about why things happen and how this is related to other concepts.

Children follow instructions well and are independent in many ways. For example, children put on their coats and feed themselves with a spoon.

- The childminder develops trusting and effective relationships with parents. She shares her knowledge and experience, providing guidance to families around topics such as weaning and potty training. The open relationships mean that relevant information about children's development and learning is shared when each child starts their session. This includes important details about how their child is feeling that morning and if they have slept well. This means the childminder is aware of aspects that impact upon their well-being.
- The childminder identifies where children need extra help, especially around the aspects of personal, social and emotional needs. She focuses on developing children's confidence by helping them to celebrate their own uniqueness. Children learn how to share. They are respectful of other children's opinions and use manners to express their thanks. The childminder has high expectations of all children, and their behaviour is excellent.
- Children learn to make positive lifestyle choices and develop a good understanding of how to keep themselves fit and healthy. They eat a wide range of different fruits, enjoying the wide choice on offer. There are opportunities to be physically active during their time at the childminder's home. They develop gross motor skills and coordination through participating in yoga sessions and move into different positions, learning how to balance.

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 the learning environment more effectively to provide resources that spark curiosity and deepen children's engagement in learning
- strengthen curriculum planning to ensure that adult-led activities are suitably adapted to support the learning and engagement of the youngest children.

Setting details

Unique reference number	EY331575
Local authority	North Yorkshire
Inspection number	10392871
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Skipton, North Yorkshire. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jane Mumby

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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