

Childminder report

Inspection date: 20 March 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 and their families are welcomed warmly into the homely childminding setting. Children develop a firm sense of who they are as individuals and their place within their community. For example, they chat about the older children who are at school. They enjoy looking at their family photos in the setting as they talk about their families. This sense of security is reflected in children's excellent behaviour. They are very settled with the childminder and her family. They call her name excitedly when they have seen where the ducks are hiding. They later nod off comfortably in her arms.

The childminder harnesses children's love of the rural environment to promote their learning and development. Children learn a great deal about the world around them. They know they need to feed the birds and that they may only collect daffodils that have fallen over. They stay carefully on the path when they go for a walk. Their excellent behaviour promotes their learning and their safety. They are used to listening to the childminder and heeding what she says. Conversation is at the heart of the children's day. There is always something exciting or interesting to talk about. Children enjoy their learning.

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

- The childminder provides a very well organised childminding environment. Meticulous planning means that the day runs smoothly, and children's learning needs are effectively met. Children happily help themselves to what they need for their play. They confidently follow their interests and develop their imagination. For example, they quickly find the toy laptop so they can write their own letters next to the inspector.
- The childminder is quick to see the learning potential in children's free play. She introduces mathematical language at every opportunity. For example, she introduces number and size to help children to sort the pompoms that they have found. She encourages them to count the rabbits, eggs and hens that older children have drawn for them. Parents confirm that their children are learning to count very well.
- The childminder focuses on children's early language development. Children enjoy books and rhymes. Sometimes they enjoy looking at a book on their own. They also like to join the group to see what is in the farming newspaper. More able children spontaneously organise their friends into a circle to play Ring a Ring o' Roses. The childminder goes on to encourage children to play and sing Row, Row, Row Your Boat. This means that younger children can practice simple sounds.
- The childminder pays high attention to children's individual learning needs within each activity. For example, she knows which children need to develop their

finger strength and control as they thread bread and cheese onto the bird feeder. She also knows which children need to practice saying 'cheese'. Children are proud of the warm praise they receive for their efforts. Her skilful attention to detail means that bite size learning is put in place for children who need a little more support. Parents confirm they value her expertise in dealing with their children's needs.

- Children confidently follow routines that promote their good health. They enjoy being active outdoors in the fresh air. They develop their strength and balance as they climb to the top of the climbing frame. They are excited to see over the wall towards the train track. They develop their independence by putting their own boots on. They learn to wash their own hands before eating and wipe their chins afterwards. Children enjoy the healthy snacks, and they drink their water regularly to keep their bodies and brains hydrated.
- The childminder forges effective links with the local school and other nearby facilities. She links with other providers to share ideas and provide additional social contact for the children. Children are well prepared for school. However, the childminder is less involved with other settings that children attend. This means that there are missed opportunities to work together to meet a specific learning goal.

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:

- work even closer with parents and other settings that children attend, for an even more coordinated approach to children's learning and development.

Setting details

Unique reference number	EY335857
Local authority	North Yorkshire
Inspection number	10317092
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	25 May 2018

Information about this early years setting

The childminder registered in 2006 and lives in Lealholm, near Whitby. She operates Monday to Friday, all year round, from 8am to 6pm, except bank holidays and family holidays. The childminder has a level 3 qualification in childcare. She provides funded early education places for two-, three- and four-year old children.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector saw all areas of the premises that are used for childminding.
- The inspector observed children taking part in a range of activities indoors and outdoors. Children spoke to the inspector about their childminder and showed what they know and can do.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development. The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates and information about the children.
- The inspector spoke to parents. They also read written testimonials from parents and the local school and took their views into account.

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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