

Childminder report

Inspection date:

29 April 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The home is safe and secure for children. Good quality resources are easily accessible for children to make their own choices about what they would like to do. Children are comfortable on arrival at the childminder's home. They show that they are familiar with routines. For instance, they all know they need to take off their shoes when they arrive. It is a relaxing, calm environment as children settle happily.

Children are very confident in the presence of visitors. They talk to them and engage them in their play. They enjoy activities where they use their imagination. For instance, they play with dolls and pretend they are at the doctors. They experience different textures as they use the dough. They press with their hands and use cutters to cut out shapes.

The childminder has clear boundaries for children. She encourages them to be kind and to take account of each other. They say sorry, when they bump into another child. Children share their thoughts and feelings. For example, they ask for a snack and are asked about what they would like. The childminder checks in with children who are sitting quietly. This helps children to feel included.

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

- The childminder has failed to inform Ofsted of a significant event. This is a requirement of registration. Overall, she is confident that she has learned from this event. She demonstrates that she knows what she would do in future to meet this requirement.
- The childminder uses a self-checker to evaluate the strengths of her setting and what she could do better. This has helped her to identify children's interest in colouring. She has provided more resources to meet this interest. The childminder also consults parents for their views. She asks them to complete a settling-in questionnaire and a quality questionnaire. This helps her to understand whether any changes need to be made.
- The childminder has a close working relationship with the schools that she collects children from. She shares information with them and passes messages on to parents. This helps her to know about children's time at school.
- The childminder promotes good health with the children. She teaches them self-care routines, such as washing hands before meals. She provides fresh fruit for them to help themselves to when they get in from school and they have healthy snacks.
- Children learn about the local community through outings. The childminder teaches them about other cultures. For example, they look at different festivals

throughout the year, such as Chinese New Year and Diwali.

- The childminder engages children in meaningful conversations. She listens carefully to what children are saying. She asks about their day at school and what they have had to eat. She encourages children to express their thoughts and ideas and expand on conversations.
- Partnership with parents is promoted well. The childminder finds out about children's individual needs before they start at the setting. She shares information with parents daily and keeps them updated on their child's time at the setting. Parental questionnaires show that parents are happy with the setting.
- The childminder has some understanding of promoting oral health with children. She accommodates children cleaning their teeth in her setting. However, she has not discussed with parents whether they have a dentist so that she can help them to find one if they need to.
- The childminder supports children with special educational needs and/or disabilities well. She works closely with parents to support them. If she has any concerns about a child's development, she discusses them with parents and school. This helps her to determine what help can be advised.
- The childminder places high importance on keeping children safe in her care. She ensures that the premises are safe and secure. She makes sure that her understanding of safeguarding is up to date. For example, she accesses training regularly.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY350850
Local authority	North Yorkshire
Inspection number	10393071
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	3 to 15
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Ripon, North Yorkshire. She operates all year round, from 7.30am to 6pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed interactions between the childminder and children.
- Children spoke to/or communicated with the inspector during the inspection.
- The inspector gathered parents' views on the setting through the childminder's questionnaires.
- 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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