

Childminder report

Inspection date: 30 April 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

Children demonstrate proficient physical skills from a young age. This is because the childminder has designed an ambitious curriculum focused on physicality and learning in the natural world. She encourages children to take risks within their own capabilities and challenge themselves. For example, toddlers transport heavy loads in wheelbarrows, demonstrating balance and control. Young babies competently alight a small set of stairs. When children accidentally fall, they show a great deal of resilience and determination. They quickly get up and brush themselves off, continuing with their play. The nurturing childminder provides comfort and reassurance to children when they need it.

Children feel emotionally secure. This is visible as children play alongside each other happily and frequently express their opinions. When toddlers struggle to share equipment, the childminder quickly intervenes. She is persistent in ensuring children begin to understand why they sometimes have to wait. Children respond positively to this and begin to learn how to manage their feelings. The childminder politely makes requests and encourages children to use manners when asking for things. She continually explains expected rules. This helps children to deepen their understanding and follow routines without support. Children concentrate for long periods of time. They build the skills they need for the next stage in their learning.

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

- Children communicate effectively and frequently ask questions. Young babies show a developing command of language, using single words to communicate meaning. Toddlers speak clearly, using long sentences. The childminder is skilled in holding continual conversations with children on a wide range of topics. This supports children to quickly learn back-and-forth conversational skills. For example, they discuss the birds they are observing at the bird feeder. The childminder introduces new words all the time, such as 'woodpecker' and 'kingfisher'. This really helps to increase children's vocabulary.
- Children demonstrate they are building the skills they need to become competent mathematicians. They play with water, filling and emptying containers as they investigate capacity. They make comparisons and use some mathematical language. They line up small cars and count them accurately with the support of the childminder. Children explore shape and pattern as they stack wooden blocks. The childminder consistently uses talk to explain mathematical terms, such as big and little.
- The childminder identifies children's emerging fascinations. When children show an interest in transport, the childminder provides more trucks and other vehicles for children to extend their play. Although the childminder accurately identifies children's interests, she does not have a precise assessment system in place.

This means she does not plan for precise next steps in learning and any gaps in learning are not rapidly identified.

- Children behave well. They follow instructions and generally listen carefully. They demonstrate their independence as they find their own drinking bottle and go to the toilet by themselves. Toddlers know they need to wear seatbelts to keep safe when travelling by car and they act this out in their play.
- The childminder teaches children about internet safety through the use of well-chosen books. Children enjoy listening to stories. They ask lots of questions about the books they share together. Young toddlers sit quietly for extended periods of time, choosing books and looking at them independently.
- The childminder uses trips and visits to develop children's knowledge of the wider world. Children learn about some traditional festivals, such as Easter and egg rolling. However, they do not have enough meaningful opportunities to learn about people and communities that may be different to them. This means they are not fully prepared for life in modern Britain.
- The childminder attends a support network for other childminders. This enables the childminder to consider ongoing improvements with other professionals. The childminder attends courses linked to safeguarding and is aware of the local factors that can impact on children's safety.
- The childminder provides parents with information about teeth cleaning and supports parents in embedding routines, such as bedtime preparations. She works alongside parents to assist with toilet training when children demonstrate they are ready for this. Parents say they feel well supported by the childminder.

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:

- implement assessment processes that are sharply focused to enable the childminder to plan precisely for children's next steps in learning
- review the curriculum to ensure children have meaningful experiences of diversity, promoting an understanding of a variety of different communities and people.

Setting details

Unique reference number	EY391182
Local authority	North Yorkshire
Inspection number	10388338
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 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in Skipton. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education. She holds a suitable childminding qualification.

Information about this inspection

Inspector

Ginny Robinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection and told them what they enjoy playing and learning.
- The childminder led a tour of the premises. The inspector observed the physical measures in place to keep children safe.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector viewed the written feedback from parents and took account of their views.

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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