

Childminder report

Inspection date: 22 May 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 thrive in the childminder's very stimulating and well-resourced environment. The childminder ensures that children's favourite resources are in place for their arrival. This enables children's learning to begin from the moment they enter the childminder's home. It also helps children to feel valued and develop their emotional well-being. Children are very confident and self-assured. They happily welcome visitors to the childminder's home. Children talk animatedly about their play, inviting the visitor to join in.

The childminder knows children very well. She puts children's interests and well-being at the very heart of everything she does. The childminder provides children with a wealth of learning experiences. She plans a curriculum to enhance the skills and abilities children already have. This enables children to move confidently forward to the next phases of their learning. For example, in preparation for school, the childminder and any assistants she works with walk the school route with children. They teach children how to look for vehicles and how to cross the road safely.

Children behave very well. Older children happily welcome younger children into their play. They willingly share resources and tell younger children what is happening. This helps children to develop their turn-taking skills and to build positive relationships with each other.

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

- The childminder knows to talk slowly and clearly to children, to give them time to respond and use the correct pronunciation of words. She consistently uses language for thinking and encourages children to make choices. For example, the childminder helps children to solve problems when they find it difficult to push vehicles through a tray of oats.
- Children have many opportunities to develop their physical skills. They learn to manoeuvre across different levels and surfaces. Younger children learn how to climb steps. With encouragement from the childminder, they work out how to raise their hands upwards and hold on to the rails before moving their legs.
- The childminder wants children to be independent. She provides frequent praise, which gives children the confidence to develop resilience and determination to complete tasks for themselves. For example, at lunchtime, younger children's faces show the pleasure and pride they feel as the childminder compliments them on using cutlery rather than their fingers.
- The childminder is very skilled at anticipating children's needs. For example, she recognises a change in children's body language which indicates children need to use the toilet. This further develops children's confidence and gives them the

assurance they are respected and valued in the childminder's care.

- Parents and carers are very complimentary about the service the childminder and any assistants she works with provide. They say the childminder's environment is like 'a home away from home'. Parents praise the standards of care and education their children receive. They appreciate that the childminder is constantly looking for ways to improve her provision.
- The childminder offers children many opportunities to practise and enhance their mark-making skills. Outside, children use chalks to draw on the ground. They learn about evaporation as they use brushes and water, and watch the water disappear in the heat. Children proudly discuss the content of the pictures they have drawn with other children and adults.
- The childminder and any assistants she works with consistently reflect on their practice and what they offer children. They recognise children's individual likes and dislikes, and rotate resources to fit children's changing interests. This helps to develop children's concentration skills and increase the length of time children engage at individual activities.
- The childminder takes her responsibilities of working with assistants very seriously. She ensures all mandatory qualifications, such as first aid, for herself and any assistants she works with are up to date. The childminder is keen to progress her own knowledge and intends to maintain a regular programme of professional development for herself and any assistants she works with.
- The childminder brings mathematical language into children's play. For example, at lunchtime, they discuss if children will sit opposite each other or side by side. However, the childminder does not consistently bring numbers and counting into everyday routines and activities to support children's mathematical understanding further.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make better use of activities and routines to further develop children's understanding of numbers and counting.

Setting details

Unique reference number	EY419219
Local authority	North Yorkshire
Inspection number	10388403
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 12
Total number of places	12
Number of children on roll	12
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Richmond, North Yorkshire. She works with assistants and operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She offers government funded places for childcare.

Information about this inspection

Inspector
Denise Charge

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she delivers her educational programme.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Key documents were looked at by the inspector.
- The written views of parents were taken 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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