

Childminder report

Inspection date: 30 September 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 are happy, settled and confident in this warm and welcoming home. Relationships with the childminder are strong and secure, giving children the confidence to try new things. Babies and young children show curiosity as they investigate toys and enjoy the reassurance of the childminder's presence. Older children demonstrate independence as they choose what they want to play with. The childminder has a clear vision for her curriculum, which focuses on preparing children to be confident, independent learners. She plans experiences that build resilience and encourage decision-making. For example, children delight in waving colourful ribbons high, low, fast and slow, joining in with the childminder as she models actions and language. They copy eagerly, building their physical coordination while developing new words and phrases. Such activities ensure children gain the skills and attitudes they need for future education.

The atmosphere throughout the setting is calm, purposeful and inclusive. Children play together harmoniously, showing respect and kindness towards one another. They understand boundaries and routines, and their behaviour is consistently positive. The childminder is an excellent role model with high expectations. This helps children to develop confidence, resilience and a strong sense of belonging, ensuring they are exceptionally well prepared for their next stage of learning.

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

- Physical development is promoted strongly across the provision. The childminder provides balance bikes, ramps and agility games that strengthen core muscles, improve balance and build coordination. These purposeful opportunities help children develop the physical control and stamina they need to thrive in later learning and everyday life.
- The childminder promotes healthy lifestyles effectively. Children enjoy nutritious home-cooked meals and take part in oral-health routines, brushing their teeth after lunch. They learn about food through growing vegetables in the garden, including lettuces and tomatoes. These experiences help children to understand healthy choices and develop self-care skills.
- The childminder uses real-life experiences to enrich children's learning. In role play, children enjoy running a café, using connecting cubes to represent money and practising paying for their snacks. These playful routines help children understand the value of money, learn to take turns and develop early mathematical skills.
- The childminder provides children with a wide variety of stimulating activities that spark their curiosity and capture their interest. However, at times she moves between activities too quickly, introducing new resources before children have fully explored the previous ones. This limits children's opportunities to

concentrate for sustained periods, practise their skills in depth and build perseverance in their learning.

- Children make independent choices from a rich and varied range of toys and resources. However, on occasions, space becomes limited for babies to crawl around in. There is scope for the childminder to further encourage young children to put toys and resources away before choosing others as they play.
- The childminder provides a strong sense of belonging through community links. Children attend local music groups, make Christmas cards for older residents and deliver food hampers to the parish council. These activities broaden children's experiences, enhance their social skills and build their awareness of helping others.
- Children's emotional development is supported through thoughtful practice. Babies are introduced to sensory bottles, while older children are encouraged to talk about how activities make them feel. This helps children recognise emotions, regulate their feelings and build resilience.
- Partnerships with parents are positive and supportive. The childminder shares daily updates through photos, diaries and regular conversations, which help parents feel fully informed about their child's experiences. Parents describe her as approachable and supportive, valuing her advice and the progress they see in their children's confidence and communication. This consistency between home and the setting promotes children's security and ensures learning is reinforced across different environments.
- The childminder is reflective and committed to her own professional development. She has recently attended training to enhance her understanding of how to support children's communication and language. She uses this new knowledge to adapt her practice, deepen her expertise and further strengthen children's communication skills.

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:

- consistently help children sustain concentration in activities, practise skills more deeply and persevere in their learning
- encourage young children further to put toys and resources away before choosing others as they play.

Setting details

Unique reference number	EY548024
Local authority	North Yorkshire
Inspection number	10392899
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	11 October 2019

Information about this early years setting

The childminder registered in 2017 and lives in Cayton, Scarborough. The childminder works with an occasional assistant. She operates all year round from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded education for eligible children.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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