

# Childminder report

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Inspection date: 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

This very experienced childminder provides a welcoming home-from-home environment, where children show they feel very happy and relaxed in her care. Children are confident and frequently ask the childminder to play and read alongside them. They know she listens and values what they have to say.

The childminder's calm and enthusiastic manner has a very positive impact on children's behaviour and attitudes. Children are very well behaved. They play happily together and show care towards each other. Children readily follow instructions. They help tidy up and prepare the table for snack. Children routinely try and do things for themselves and show great success in their self-care. For instance, they blow their own noses and put the used tissue in the bin. Children demonstrate a willingness to try new things, such as using the new outdoor balancing beam.

Children have many opportunities to develop their physical skills. They regularly access fresh air in the childminder's well-resourced garden. The childminder takes the children to local parks and meets other childminder groups within the local community. This enables them to mix with other children and develop good social skills. Additionally, the childminder encourages children to reflect on their differences to help build an awareness of other people and the wider world. She successfully helps children gain valuable skills for their eventual move to school.

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

- The childminder uses her strong knowledge of child development and years of experience to create an ambitious curriculum for children. She provides a wide range of interesting and exciting resources which are easily accessible to children. Children become immersed in their chosen activities. For example, they play with role-play resources and confidently pretend to feed the dolls and change their nappies.
- The childminder knows the children very well. She understands their individual personalities and learning styles. She makes sure the educational programme always meets the individual needs of the children. Her regular observations keep track of children's development. It helps identify any gaps in learning to target any necessary support. All children make consistently good progress from their initial starting points.
- Overall, the childminder's teaching is consistently skilful. She uses themes that are of particular interest to children to help develop their understanding of the world around them and to help achieve their next steps in learning. For example, she creates a fairy garden, with hidden doors and fairy dust to stimulate children's curiosity, imagination and problem-solving skills. However, very

occasionally in some planned activities, the childminder does not give her attention evenly so quieter children are sometimes overlooked and not fully engaged.

- The childminder draws on children's previous experiences to help develop their growing language and communication skills. For instance, they read a letter together addressed to the children from a fairy who needs their help to get ready for spring and to find a missing key. Children talk excitedly with the childminder, making links about rainbows, bulbs and eggs in the garden. This helps extend children's understanding of new words and builds on their increasing vocabulary.
- The childminder ensures children learn about the benefits of a healthy lifestyle. Children follow good hygiene procedures. They develop a very positive awareness of healthy eating as they chop and prepare their own vegetables and fruit for snack. Children learn which foods and drinks are good and bad for their teeth.
- The childminder has strong relationships with parents. Her excellent communication means parents are well informed about their children's progress and are able to support their children's learning at home. For example, children take home their favourite books, resources and turn-taking games to share with their family.
- The childminder puts children's safety and well-being at the centre of everything she does. She makes thorough risk assessments and fully understands her responsibility to protect children. Children learn how to manage their own risks, for instance, as they use scissors, safety knives and outdoor climbing equipment.
- The childminder places a high priority on her continual professional development. For example, she has taken many refresher courses to reassure herself she has the most up-to-date safeguarding and welfare information. She has recently embarked on an advanced child development course. She recognises that continuing to build on her knowledge of brain development and how children learn will help her promote even better outcomes for children.

## **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:**

- review small group activities so that all children have opportunities to express and follow their own ideas.

## Setting details

<b>Unique reference number</b>	EY373471
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10308255
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 March 2018

## Information about this early years setting

The childminder registered in 2008. She lives in Sherburn-in-Elmet, North Yorkshire. The childminder operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for three-year-old children.

## Information about this inspection

**Inspector**  
Jan Harvey

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a small group activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector through written feedback.

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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