

Childminder report

Inspection date: 18 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates an inviting environment that allows children to play and explore freely. Key information is gathered from parents before children start. This helps the childminder plan a curriculum that builds on what children already know and can do. The childminder considers children's interests and preferences when planning their learning. For example, she is aware that children enjoy sensory and creative activities. She follows their interests to teach them about colours. This approach supports children's development and helps them to develop positive attitudes towards their learning.

Children develop close and trusting bonds with the childminder. She is passionate about offering children a calming 'home from home' that supports their emotional well-being. Children behave well. Older children automatically put away activities before selecting another. All children demonstrate that they feel safe and secure and enjoy being in the childminder's company. Young children sit close by for stories and when needing reassurance.

The childminder helps children to become aware of their local community. She takes them on daily outings to explore where they live. Children take trips to the beach, harbour and the abbey and visit the horses in the nearby fields. This helps them to value and appreciate their local area and the natural world.

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

- The childminder places a strong focus on promoting children's communication and language development. She speaks clearly and introduces new words. She links new words to children's existing understanding. For example, she introduces the word 'sloppy' and links it to being like a muddy puddle. This helps children to increase their language, building on what they already know.
- The childminder understands the learning opportunities in children's chosen activities. Her awareness of children's next steps in their learning assists her in extending their knowledge as they play. For example, when children choose to play a fishing game, the childminder opens a discussion on what animals live in the sea and how the magnets on the fishing rods work. This helps to extend children's understanding in a meaningful way.
- Early mathematical knowledge is promoted through routine play activities. The childminder uses these opportunities to count and help children to consider how many objects are left if one is taken away. This helps to encourage children's interest and positive attitudes to early mathematics.
- Children develop a love of books. They freely access books to look at independently or share with the childminder. The childminder regularly takes children to the library to encourage their early reading skills. She introduces

them to a variety of books to help them understand that information, as well as stories, can be gained from books.

- Partnerships with parents are well established. Written feedback from parents report that they are very happy with their children's progress. Parents value the regular updates and appreciate the various learning experiences on offer. They state that the childminder opens her 'home and her heart to children'. However, partnerships with other settings children attend are not as strong as they could be. The childminder does not routinely find out what children are learning at other settings to inform her future planning and provide a consistent approach for children.
- The childminder understands the importance of supporting children's healthy lifestyles. For example, children have fresh fruit at snack time and nutritious and balanced meals are provided each day. Children learn where food comes from as they grow fruit and vegetables to enjoy while at the setting. Oral health is supported through role-play activities and discussions, and children are encouraged to drink water to keep them hydrated.
- The childminder reflects on her practice and areas of development to make positive changes to support children's experiences. For example, she plans to enhance the outdoor learning environment with natural resources. The childminder completes mandatory training, such as paediatric first aid, to help to keep children safe. However, the childminder has not reflected on training needs to keep up with changes to guidance, and to inform her practice to raise the quality of education even higher.

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:

- strengthen partnerships with other settings that children attend, so that information about children's learning and development is shared, to promote continuity in their learning and development
- strengthen professional development opportunities to ensure continued knowledge of changes to guidance, and to raise the quality of education to an even higher level.

Setting details

Unique reference number	2695511
Local authority	North Yorkshire
Inspection number	10380599
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Whitby. She operates her childminding provision from 7.45am to 5.15pm, Tuesday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 6. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- 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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written 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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