

Childminder report

Inspection date: 25 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

Children are happy and show that they feel safe in the childminder's home. They move confidently around and make independent choices about what they want to play with. For example, children enjoy exploring play dough. They excitedly make 'strawberry' cakes for visitors and use shaped cutters, such as letters of the alphabet.

Exciting and interesting learning opportunities for children are carefully planned by the childminder, based on what she wants children to learn next. This helps them to make good progress. For example, she uses familiar songs and nursery rhymes to support children's communication and language development. The use of props and puppets encourages children to join in and holds their attention and concentration. Children listen carefully to simple instructions.

Children behave very well, and the childminder regularly encourages and praises children. This, in turn, supports their self-confidence. Children build firm friendships and show care and concern towards one another. They smile and share resources, and they happily play together. Children's independence is promoted well. The childminder teaches them how to peel their own fruit for snack. Children help to carry out tasks, such as putting the toys away. The childminder's curriculum teaches children how to become more independent with their self-care skills. These skills help to prepare children for their future move to school.

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

- The childminder understands her role to keep children safe. She knows procedures to follow, should she have any concerns. However, the childminder does not ensure that an accurate register of attendance is maintained for all children, as required. This does not have an impact on children's welfare because she supervises children well and monitors any changes to their patterns of attendance.
- The childminder models language effectively and introduces new vocabulary well throughout. For example, she helps children to learn words, such as 'smooth' and 'bumpy', as they explore a range of sensory resources. The childminder includes children in conversations well to support their communication and language.
- Children are provided with healthy food choices, such as fruit for snack. They have ample opportunity to play outdoors and be physically active. For example, the childminder plans meaningful trips into the local community. Children benefit from visits to parks, soft-play areas, ice-cream parlours and local wildlife parks.
- The childminder has good relationships with parents. Parents speak positively about the childminder. For example, they comment that the childminder provides

a warm and nurturing environment. They feel that she is kind and caring. However, the childminder does not routinely explain to parents her intentions for children's learning. Therefore, parents are unable to further support children's development at home.

- Mathematics is woven throughout the activities of the day. For example, children count candles as they pretend to make birthday cakes. They count how many segments are in their oranges at snack time and sing counting songs. Children learn to identify different numbers as they discuss the date of the month. The childminder models counting in sequence effectively.
- The childminder is focused on keeping her mandatory training up to date, for example first aid and safeguarding. She identifies training that reflects the needs of the children she cares for. For example, she has recently attended communication training to support children with their early language development. She has successfully implemented these strategies to build on children's communication and language skills.
- The childminder uses her observations of children effectively. She knows what skills and knowledge children have embedded and what they need to learn next. However, the childminder has not developed partnerships with the other early years settings that children also attend. This does not effectively promote continuity of care and learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure children's daily attendance is recorded accurately and maintained, containing the actual hours of attendance on the premises.	11/03/2025

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

- improve systems for sharing children's learning intentions with their parents to enable them to further support their child's learning at home
- extend the range of information shared with other settings that children attend

to routinely include details on children's learning and development.

Setting details

Unique reference number	2704133
Local authority	North Yorkshire
Inspection number	10375765
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Boroughbridge, York. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder will occasionally offer sessions on a Friday. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Kerry Holder

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 completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates and insurance.
- The inspector took account of the views of parents through written feedback provided.

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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