

Childminder report

Inspection date: 24 April 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 develop warm and trusting relationship with the childminder. They communicate their wishes and confidently express to the childminder what they would like to play with. Children demonstrate they feel safe in the childminder's home and approach her for comfort. The childminder is kind and caring. She is sensitive to children when they are having difficulty regulating their emotions.

The childminder has developed a curriculum that is heavily based around nature and the ongoing seasonal changes. She plans a range of activities and learning opportunities to support children's understanding of the world around them. For example, children are excited about watching tadpoles develop from frogspawn. The childminder gathers information from parents when they first start. This allows the childminder to build on what children already know and ensures that children make good progress.

The childminder promotes children's sense of belonging and celebrates what makes them unique. Children enjoy finding their own photos and name cards. They place them on the wall to self-register. The childminder has created family books for each child. These include photos of children and their families. The childminder has also created a book of their recent experiences in nature. This helps children to look back and discuss their learning and experiences.

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

- The childminder uses Makaton to support the development of children's communication and language skills. This particularly helps those whose vocabulary is more limited. The childminder reads stories with enthusiasm. She uses a range of props and activities to help bring stories to life. This helps to promote an early enjoyment of reading and books. Children enjoy listening to a story about a beanstalk. They then plant seeds of their own.
- Children benefit from a well-thought-out and engaging environment. The childminder ensures that there are ample spaces where children can play. At times, during activities, when the childminder is attending to the needs of younger children, older children are not fully engaged in stimulating play and challenging learning. Similarly, sometimes, as the childminder supports older children, the younger children are not provided with the opportunity to play and learn independently. This means that opportunities to make the best use of learning time during activities are missed.
- The childminder knows each child very well. She completes regular assessments, which she shares with parents. She swiftly identifies when children are not on track to reach the expected stage of development for their age. From this, she is able to seek out and provide any additional or specialist support they may need

at the earliest opportunity.

- Daily routines are regarded as valued learning experiences. During snack times and mealtimes, the childminder supports children's understanding of number problems. For example, children work out how many bowls they need for the number of children. She uses a visual timetable to show children what they have planned throughout the day. This helps children to know what is happening next. However, occasionally, learning through play is interrupted as children are required to move on to the next activity.
- The childminder has high expectations for children and is consistent in her approach. She teaches children how to use child-safe plastic knives. She explains why they need to be sitting down to be able to cut a banana. This helps to develop children's understanding of how to keep themselves safe. Children show high levels of respect for one another. For example, older children pass younger children their drinks.
- Parents are happy with the childminder. They appreciate the feedback they get each day and the updates they receive on their children's development. The childminder sends out information to parents in a newsletter. This helps to keep parents informed of what their children are doing and allows them to support children's learning at home.
- The childminder is dedicated to her own professional development and strives to continuously improve her provision. To achieve this, she attends a range of relevant training, including to ensure that she knows how best to support the needs of individual children and to keep her knowledge of safeguarding up to date.

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:

- ensure that learning and activities are consistently well adapted to meet children's varying ages and stages of development so that all children are challenged and able to fully engage
- strengthen the organisation of transitions and routines to ensure that children's play is not interrupted.

Setting details

Unique reference number	2712622
Local authority	North Yorkshire
Inspection number	10392489
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in York. She provides care for children Monday to Thursday, from 7.45am to 5.45pm, all year round, except for family holidays and bank holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage 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 observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting through written feedback.
- 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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