

Childminder report

Inspection date: 6 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 is extremely passionate about her role. She has formed strong bonds with the children. Parents describe the childminder's house as a home-from-home environment. Children are happy. They confidently communicate with the childminder and inspector. During the inspection, children enjoy looking through scrapbooks with the inspector. They tell her about a range of activities and outings they have been on. This includes a visit from a police van and fire engine at the local playgroup they go to with the childminder. This supports children's understanding of the local community and people who help keep us safe.

The childminder plans a range of exciting activities and learning opportunities. She skilfully uses language, which supports children to test out their ideas. For example, the childminder encourages children to explore colour mixing with paints. This gives children the confidence to try out new things and learn how to make colours in different ways. The childminder has a clear understanding of the skills children need for school. Activities to support these skills are embedded within the daily routines and activities. This ensures children are ready for their next stage in learning.

Children show high levels of respect for one another and the toys. The childminder supports this by working with children to tidy away. She explains to children that they can work as a team and be 'good friends' to each other by helping.

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

- The childminder reads stories with excitement. She teaches the children about different elements of the book. The childminder uses words such as the 'beginning, middle and end' to describe different parts of the story. This supports children's understanding of the structure of books and early reading skills. The childminder uses a puppet to help children recall parts of the story.
- The childminder has high expectations for children's learning. She uses her previous teaching experience to ensure activities and learning opportunities are well planned. For example, children enjoy outdoor activities, which support their physical development. Children play cooperatively passing a ball to each other. Children show good attitudes towards their learning. However, some group activities go on for too long resulting in some children losing interest and becoming restless.
- Children develop good independence and self-help skills. Children prepare their own snack. They make and butter toast and use child safe knives to cut their own fruit. Children confidently help themselves to water from the table for the water dispenser. This gives children a sense of responsibility. Children independently wash their hands before preparing food. The childminder reminds

them why this is important. For example, she explains that some germs can make us sick.

- The childminder has a good understanding of child development. She completes thorough assessments to ensure children are achieving in line with the expectations for their age. The childminder understands procedures to follow if she has a concern about a child's development. The childminder works in partnership with parents to ensure they know how to seek specialist support if necessary.
- The childminder has a clear understanding of how to keep children safe both in the home and while out and about. For example, she teaches children about road safety. Children hold the childminder's hand while crossing the road and ensure they look both ways for any cars. She completes robust risk assessments of her home to ensure children are kept safe.
- Children are taught a range of mathematical language and concepts. The childminder uses words to describe towers of bricks such as 'tall'. The childminder supports children's understanding of number and pattern. At times, the childminder asks children a lot of questions. She does not always allow children the time to think before responding with the answer.
- The childminder self-evaluates her practice and actively seeks feedback from parents. Parents are happy with the childminder and value the updates they receive throughout the day. The childminder ensures she keeps up to date with mandatory training such as first-aid and safeguarding training. This ensures she keeps updated about any changes.

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 the length of group activities to ensure that all children remain engaged
- allow children more time to think and respond to questions.

Setting details

Unique reference number	2713753
Local authority	North Yorkshire
Inspection number	10380708
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	3 to 9
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. She lives in Selby, North Yorkshire. The childminder is open from 7.10am to 5.30pm Monday to Friday. She works all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status and provides government-funded childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- 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 early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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