

Childminder report

Inspection date: 23 April 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely content with this exceptional childminder. The priority on children's well-being is clear to see as children demonstrate high levels of emotional security and close relationships with the childminder. The vibrant curriculum provides children with excellent opportunities and experiences. For example, children regularly explore a second-hand bookstore, where they take it in turns to be customers. Children have their own vegetable plot at a local farm. Here, they grow and harvest their own fruit and vegetables, and pick apples and pears in the orchard. These thoughtfully planned experiences help children to see the world beyond that of the childminder's setting.

Children make excellent progress from their individual starting points in development during their time with this highly skilled childminder. The well-qualified childminder plans opportunities for children to explore and lead their own learning. For example, when children show an interest in lawnmowers, she sources a manual mower so children can explore how they work in a safe way. The childminder further enhances children's knowledge by talking about how electric mowers work. The childminder sets clear expectations for children's behaviour from the start. These expectations include helping to tidy up and learning about the rules associated with mealtimes. For instance, children know to remain seated while eating and when food accidentally spills on the table, children ask for a cloth to clean it up.

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

- Children enthusiastically join in the engaging range of activities and experiences. Teaching is of the highest quality. The childminder skilfully weaves her detailed learning intentions into children's play. For example, while children make pretend pizzas in the mud kitchen, she introduces new words, such as 'sprinkle' and 'grate'. The childminder inspires children to develop the strength in their hands as they roll the dough back and forth. She introduces numbers as she encourages children to guess, then check, how many sticks they can stand in their dough.
- The childminder values the importance of nature. She offers children rich and varied experiences to connect with the natural world. For example, children make natural paints with berries and use the fine soil from molehills to make pretend hot chocolate. Children take part in forest school sessions to further enhance their understanding of the natural world.
- Children's communication and language are significantly enhanced using a range of strategies. The childminder's meticulously detailed assessments help her to plan for each child's language journey. Quality interactions with children inspire children's critical thinking, which leads to meaningful conversations. Children

quickly learn from a young age the names of different fruits, for example 'pomegranate seeds' and 'raspberries', as they choose what to put on their oats at breakfast time.

- The highly skilled childminder recognises that children learn best when following their own interests. For instance, children are fascinated with the moon. The childminder and children learn together the different phases of the moon. This helps children to understand that their interests and opinions matter.
- The childminder gives a high priority to connecting children with the local community. Children frequently visit local care homes, where they take part in shared activities with the residents. The childminder takes children to museums and to drama workshops and meets up with other childminders to share experiences. This provides children with valuable experiences to interact with diverse groups of people from their surrounding neighbourhood.
- The childminder is well qualified. Nonetheless, she continually reflects on her practice and strives to develop her excellent knowledge and skills further. The childminder tailors her training to the specific needs of the children she cares for, ensuring that her teaching remains focused on meeting their individual needs. For example, she plans on accessing training on supporting children to use sign language from a young age, so they can express how they are feeling through signs.
- Partnership with parents and carers is admirable. Parents comment on the 'astounding level of care' and how children's lives are 'enriched' through the childminder's engaging, interesting and educational activities. The childminder provides parents with many ideas and suggestions to support their children's development at home. For instance, she provides monthly newsletters, which includes a healthy recipe for families to try at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2716607
Local authority	York
Inspection number	10388509
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 2
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Muncaster area of York. She operates during term time, from 7.30am to 5.30pm, Monday to Thursday. The childminder holds qualified teacher status. She offers the government funded places for childcare.

Information about this inspection

Inspector

Suzzanne 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, indoors and outdoors, 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 is implemented and the impact 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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