

Childminder report

Inspection date:

17 September 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 welcomes children warmly and sensitively into her home. She greets them showing genuine care and consideration. She makes sure that she finds out as much as possible from their parents about their morning so far. This helps her to provide good care and education for all children. The childminder has developed highly effective relationships with other professionals. She liaises with staff at the local pre-school where children from her setting also attend. This helps her to plan how best she can support shared goals for children's learning and development. She carefully plans how best to support children's physical development. She uses a range of low-level surfaces to support babies to cruise and take first steps.

Children quickly settle into play alongside the childminder. She knows how best to support their love of reading and provides lots of opportunities to share a good range of books. Children have clear favourites. Young children handle books carefully. They turn pages, feel different textures and look for familiar characters. Children seek emotional refuelling from the childminder when they are tired or hungry. She knows children exceptionally well. When it is time to nap, the childminder gives them lots of reassurance and encourages them to soothe themselves. She makes them aware that she is still there by talking to them from the room next door to ensure they feel safe.

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

- The childminder's home is safe and secure. She thinks carefully about how best to use her home environment to provide highly effective childcare. She provides safe areas for sleeping and makes sure that children's privacy during nappy changing is always maintained.
- The childminder provides healthy snacks and meals for all children. She takes into consideration children's preferences while following good nutrition guidelines. She provides food for children to explore before offering it at mealtimes. She takes them to the local shop where they are involved in picking out foods for snack and mealtimes, providing real-life experiences for children.
- The childminder recognises when babies attempt to say words and asks them what they are saying. However, she does not consistently implement her curriculum effectively. For example, she does not recognise the importance of babies' babbling and does not repeat back to them what they are saying to support their early conversation skills.
- The childminder keeps abreast of developments in early years practice through reading, research and attending training. She strives to continue to learn and develop her knowledge and understanding of how children learn to improve her provision for all children.

- Children are curious and investigate resources. They enjoy banging and making noises with the pretend tools that they find. However, sometimes, the childminder steps in too soon. She does not recognise and join in with their exploration of making sounds and tries to redirect them to another task. She does not consistently support children's own ideas and exploration.
- The childminder shows genuine excitement in her work with children. She is enthusiastic and plays fun games, such as peekaboo, using a range of expressions that encourage children to join in and remain engaged.
- The childminder has developed good networks with others in the community. She regularly attends playgroups and other adult-led sessions in the locality. These sessions help to broaden children's experiences and enable them to mix in larger groups to further develop their social skills.
- The childminder collects and uses interesting resources that children can find in their local environment, such as leaves and pine cones. Children show real interest, exploring and investigating their properties, supporting their understanding of the world. Children show motivation as they play with them.
- The childminder listens carefully to parents. She talks openly to them about her observations around children's learning and development. This helps parents to seek advice from other professionals when needed. The childminder works collaboratively with parents to find out about how best to support children. Parents say that the childminder is 'fantastic' and comes highly recommended.

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:

- implement the curriculum more effectively to support babies' early communication skills
- support children's ideas more effectively to benefit their creativity and exploratory play.

Setting details

Unique reference number	2733986
Local authority	East Riding of Yorkshire
Inspection number	10399911
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Walkington. She operates Monday to Friday, all year round, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder offers government funded places for children.

Information about this inspection

Inspector
Jill Roberts

Inspection activities

- The childminder showed the inspector the areas of the home used for childminding and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on physical development.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided a selection of documents for the inspector to look at, including children's development checks.

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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