

Childminder report

Inspection date: 18 June 2025

Overall effectiveness	Outstanding
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 totally immersed in their learning in this setting. For example, they delight in making up stories together or mastering a new skill, such as climbing apparatus or riding a bicycle. The childminder knows children extremely well. She carefully plans the environments in her setting to foster children's love of learning. She offers stimulating and open-ended resources, giving children excellent opportunities to problem-solve and be imaginative. The daily routines are very familiar to children and are completely focused on their individual needs. Children thrive in the childminder's care.

The childminder plans a multitude of different experiences that strongly foster children's appreciation of the natural world. She plans regular trips to local woods, where she skilfully guides children to explore the beauty of different natural materials. Children plant and tend to fruit and vegetables in the garden. They become very excited as they notice changes, such as the strawberries beginning to ripen. The childminder teaches children about life cycles, deepening children's understanding of the world. For example, children keenly observe the changes that occur as a caterpillar turns into a chrysalis, before transforming into a butterfly. Children learn, at first hand, the importance of caring for the environment and living things.

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

- The childminder promotes an ethos of excellence across her exciting and ambitious curriculum plans. She has the highest aspirations for children. The childminder's in-depth knowledge of child development means that she can accurately plan for individual children's needs.
- The childminder is very reflective in her approach and committed to her continued professional development. She regularly accesses training and research materials to ensure that her curriculum plans and teaching skills are founded on good practice.
- Partnerships with parents and carers are excellent. The childminder works with them from the start, building strong and trusting relationships. She values the information parents share about their children's home lives. The childminder keeps parents very well informed about their children's achievements. Parents value the way the childminder balances children's care and learning needs in the best ways possible.
- Children are confident and articulate communicators. The childminder develops their language skills at every opportunity. She listens to children's views with much interest and responds positively. The childminder teaches children new words to enhance their understanding of language. She takes children to local groups, including story time at the library, where children learn to confidently

interact with others.

- Children develop high levels of independence as they learn to complete everyday tasks by themselves. The childminder is quick to respond, for example, when the youngest children want to use knives to spread toppings on their crumpets, as the older children are doing. She offers exactly the right levels of encouragement and support so children become increasingly autonomous. The childminder praises children's efforts, which builds their confidence to tackle new challenges.
- The childminder supports children's emotional development superbly. She uses books and everyday situations to teach children how to express and manage their feelings in appropriate ways. For example, the childminder responds when children are upset because other children have taken their toy. She helps children to find solutions and shows them ways to calm themselves. Children gain much self-awareness and understand how their behaviour can impact on others.
- The childminder knows how to ignite children's love of stories. She frequently reads to them, often linking the books to children's interests, such as dinosaurs and minibests. The childminder and children collect natural materials, such as pine cones and sticks, to make up stories, using these objects as prompts. Children love getting involved, and there is deep collaboration as they share ideas. They are enthralled when the childminder retells the stories they have created together.
- The childminder totally embraces the different ways children approach their learning. She knows precisely how to adapt her teaching to ensure that all children are included and motivated to learn. Children gain the important skills and knowledge that provide the strongest foundations for their future learning.

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	2744024
Local authority	York
Inspection number	10405867
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 4
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 and lives in York. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded places for childcare.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The inspector spoke to the children during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector spoke to parents and read recent testimonials from parents to gain their views on the childminder's setting.

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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