

Childminder report

Inspection date: 1 July 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 takes time to get to know children when they first start at the setting. She finds out information from parents, such as what the children are interested in, and provides tailored support for individual children, which helps them to settle.

Children benefit from a rich and varied learning environment, both indoors and outdoors, with access to a wide range of high-quality resources that are carefully set up by the childminder to support both child-initiated and adult-led learning. Children are highly engaged and demonstrate perseverance and enjoyment during their play. For example, she provides children with jigsaws, to support them to develop their fine motor and critical thinking skills. The childminder encourages children to experiment as they twist and turn the pieces to complete the jigsaws.

The childminder is caring and kind. She offers children choices and respects their decisions. The childminder responds warmly to children. They readily approach her for cuddles and reassurance. The childminder encourages children to share and take turns. She praises children for being kind to each other. She calmly and positively supports children to manage their behaviour and helps them to learn to play together.

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

- The childminder establishes positive relationships with all children. She knows children's individual personalities and abilities and makes plans unique to them. This helps the childminder plan activities and experiences that she knows children will enjoy. As a result, all children have a positive attitude towards their learning and make good progress.
- Children are independent. They participate in self-care routines, such as putting on their own sun cream and shoes and washing their hands. They use their fine motor skills to chop strawberries at snack time. The childminder provides children with ample support and opportunities to learn the appropriate skills to be self-reliant.
- The childminder supports children with their physical skills. In the garden, children enjoy balancing on the low beams and peddling the cars and bicycles. The childminder offers children a wide variety of experiences to help them learn about the world. Children grow sunflowers in the back garden. They visit the local park. This helps develop their confidence.
- Children are patient and considerate. They cooperate with care routines and give privacy to others when needed. The childminder carries out nappy changing privately, and children show respect to others by allowing space for their peers to use the toilet. Children learn appropriate boundaries and are respectful from a

young age.

- The childminder supports children to develop their communication and language well. She narrates children's play and sensitively models the correct pronunciation of words. Children hear a range of words, such as 'snap' and 'tough', during play with animals in a sensory tray of straw and twigs. This helps them to use and understand a variety of words and become confident communicators.
- The childminder has a good relationship with parents, who describe the setting as a home from home and say that children enjoy their time here. The childminder shares information with parents about children's learning and development, verbally and using an electronic app. However, she has not yet established effective ways to enhance the partnerships directly with staff at other settings children also attend, to strengthen the consistency of their shared care and learning.
- Children respond to the childminder's encouragement well. They develop high levels of independence and competently manage their personal toileting needs. However, the childminder does not consistently help children and parents to understand the importance of healthy eating. At times, this results in children's lunch boxes containing foods that are high in sugar. Therefore, children's nutrition and oral health are not always promoted to the highest level.
- The childminder is dedicated to keeping her own training up to date. She ensures all mandatory training is completed. She connects with the wider professional community by attending local networks and speaking with childminder colleagues, which keeps her up to date with current guidance, good practice and changes in local procedures.

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:

- establish partnerships with staff at settings children also attend to strengthen the quality of consistency of children's shared care and learning experiences
- support children and parents to understand the importance of healthy eating and good oral health, with a particular focus on providing healthy packed lunches that are low in sugar.

Setting details

Unique reference number	2744505
Local authority	North Yorkshire
Inspection number	10405851
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and is located in Selby, North Yorkshire. She operates during term time, from 8am to 6pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate qualification at level 5. The childminder provides government funded childcare.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- 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 inspector completed a joint observation with the childminder and evaluated the activity.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025