

Childminder report

Inspection date: 13 August 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not Met (with actions)

What is it like to attend this early years setting?

The provision is inadequate

The childminder has a poor understanding of the requirements of her registration. There are breaches in the safeguarding and welfare requirements of the early years foundation stage. These have a negative impact on children's learning, safety and well-being. The childminder does not fulfil her role well enough to ensure that children are always kept safe. Risk assessments are not effective, particularly when children are eating. The childminder does not ensure that she promotes good hygiene. This does not support children's good health.

Nonetheless, children demonstrate that they are happy in the childminder's care. The childminder recognises children's individual emotional needs. Children smile and show that they are content and relaxed in her care. Children behave well. However, they do not benefit from an ambitious curriculum that offers appropriate levels of challenge and promotes their positive attitude to learning. The childminder does not focus on what each child needs to learn next when supporting their play and learning. She has a weak knowledge of the areas of learning.

At times, the childminder successfully supports some aspects of children's learning. For example, as children play, the childminder encourages them to recognise colours and problem-solve. She speaks clearly and encourages conversations. However, the childminder does not fully understand how to develop children's communication and language skills. She does not provide sufficient opportunities for children to learn about the wider world and lifestyles. Although the childminder is complying with requirements that were not met at her previous inspection, there continue to be significant areas of weak practice. This shows that the childminder is unable to sustain improvement.

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

- The childminder does not assess risks well and makes poor decisions. For example, she allows children to walk around while they eat. This poses a choking hazard and compromises children's safety. Although the childminder does not always thoroughly assess risks, she helps children to understand road safety when they are on walks in the local community.
- The childminder's hygiene practices do not meet the personal needs of children or protect their health. For example, she does not ensure that children wash their hands before they eat. Also, the childminder does not wash her own hands in-between changing nappies and supporting children to brush their teeth. This does not promote children's good health or reduce the risk of cross-contamination.
- The curriculum is inadequate. The childminder offers a narrow programme of activities, which are not planned effectively to help children to make sufficient

progress in their learning and development. Although the childminder recognises that she lacks the knowledge to provide children with a challenging curriculum, she has not been proactive in seeking support to improve her knowledge.

Consequently, experiences for children are not good enough.

- The childminder does not support children's communication and language consistently. She extends on words and vocabulary that children already know. However, this practice is inconsistent. At times, the childminder does not model the correct words. For example, she repeats sounds back to children, such as 'nana', instead of 'banana', and 'choo choo' instead of 'train'. The childminder does not model the correct words. As a result, she does not consistently extend children's language development.
- The childminder obtains a range of information from parents and carers before their children start. Parents appreciate that the childminder takes their children out on walks. However, she does not share detailed information with parents about their children's learning. As a result, some parents are unsure about whether their children should have achieved milestones. Furthermore, the childminder has not yet thought about how she can work with other settings that children attend. This does not support children to make the best possible progress.
- The childminder has started to reflect on her provision. She plans to reconnect with other professionals, such as the local authority adviser, to seek further support and guidance. However, the childminder has not identified the weaknesses in her knowledge of the learning and development requirements and how she can improve this.
- Children enjoy their time outside playing in the garden. They play in water and confidently identify different objects. The childminder supports children's larger physical skills. For example, she regularly takes children to the local play park and for walks to the local woods. Children develop some knowledge of the world around them and their local community. However, the childminder does not plan opportunities for children to learn about cultures and lifestyles in the wider world.
- The childminder has a good understanding of the reporting procedures she must follow, should she have any concerns about a child's welfare. She can confidently explain the signs and symptoms that may suggest a child is at risk from harm or abuse.
- The childminder supports children to have a love for reading. They spend time looking at books together. Children look at the illustrations and name different items in the picture books. This helps to develop children's literacy skills in preparation for their move on to school.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
use risk assessment effectively to identify and remove or minimise risks to children's health and safety	03/09/2025
promote good health and hygiene practices to help children to learn about basic hygiene and how to keep themselves healthy and safe, as well as to reduce the risk of cross-contamination	03/09/2025
devise and implement an ambitious curriculum that sequences and supports children's learning	03/09/2025
develop a clear understanding of children's development, and use this information to plan purposeful activities to support children's learning across all areas of the curriculum	03/09/2025
provide children with high-quality interactions which support their developing communication and language skills	17/09/2025
obtain and share information with parents and other providers to support children's learning	03/09/2025
improve self-evaluation and professional development so that weaknesses in teaching and understanding of the curriculum are swiftly identified and addressed.	17/09/2025

To further improve the quality of the early years provision, the provider should:

- increase the opportunities that support children's awareness of other cultures, traditions and ways of life to help them to further understand the wider world.

Setting details

Unique reference number	2750014
Local authority	East Riding of Yorkshire
Inspection number	10378320
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 November 2024

Information about this early years setting

The childminder registered in 2024 and lives in Stamford Bridge, York. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The inspector observed an activity and evaluated this with the childminder.
- The inspector held a number of discussions with the childminder.
- The inspector took account of the views of parents through verbal feedback provided.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.

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