

Childminder report

Inspection date: 10 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 warm and nurturing childminder provides children with a relaxed, home-from-home environment in which to play and learn. She takes time to get to know each child before they start, ensuring that planned experiences meet their individual needs. Children develop strong bonds with the childminder and readily seek her out for reassurance and support when needed. This helps them to feel confident, safe and secure in her care.

The childminder offers children a broad and balanced curriculum that builds on what they already know and can do. She plans fun and engaging activities that help children develop new skills and gain knowledge to support their future success. For example, children strengthen their fine motor skills by using pipettes to collect water. They enjoy experimenting by pouring the water through funnels and predicting which coloured container it will fill. Children leave the setting confident, capable and well prepared for the next stage of their learning.

Children behave very well and show positive attitudes towards their play and learning. The childminder has high expectations for children's behaviour and acts as a positive role model. She consistently reinforces good manners, encouraging children to say 'please' and 'thank you'. Children understand daily routines well, such as tidying away their toys before going outside to play. Children behave positively and feel secure within the familiar structure of their day.

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

- The childminder knows the children she cares for well and provides an ambitious curriculum that offers a balance of adult-led and child-led activities. However, during planned activities, the childminder occasionally focuses her attention on one child rather than the whole group, which can result in other children becoming disengaged. Additionally, while the childminder talks to children as they play, she does not always make the most of opportunities to extend these conversations and deepen children's learning even further.
- The childminder actively promotes children's independence from a young age. Resources and activities are thoughtfully organised and easily accessible, enabling children to lead their own play. At snack time, children are encouraged to peel and chop their own fruit and pour their own drinks. The childminder also supports children to put on their own shoes and wash their hands before eating. These opportunities foster a sense of responsibility and help children build confidence in their abilities.
- Parents provide positive feedback about their experiences with the childminder, expressing gratitude for the consistent love and care their children receive. The childminder keeps parents well informed about their children's learning by

sharing photographs and regular updates online. She works closely with parents to identify and plan children's next steps, supporting learning both in the setting and at home. For example, children take home key focus bags on topics, such as school readiness and potty training. This collaborative approach helps to promote children's ongoing development and well-being.

- Children participate in an exciting range of outings and visits within the local community. These include trips to places of interest, such as the library and the park. They also enjoy regular visits to the family allotment, where they take part in planting, growing and socialising. These experiences support children's social development and help to broaden their understanding of the world around them.
- The childminder reflects regularly on her practice to identify what is working well and where further enhancements can be made. She completes on-going professional development to help her to continually enhance her teaching skills and practice. For instance, the childminder explains the impact of recent training, and how it has developed the settings focus on supporting children's emotions and feelings. The childminder also works closely with her co-childminders, sharing ideas to enrich the learning experiences she offers.
- The childminder fully supports children to lead a healthy lifestyles. Children's good health is promoted through consistent hygiene routines, such as washing their hands before eating and after using the toilet. Children have plenty of opportunities for outdoor physical exercise. They enjoy daily outdoor play in the well-resourced garden and regular walks in the local community. In addition, visits to the park allow children to use larger play equipment, helping to develop their gross motor skills.

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:

- strengthen interactions and conversations with children in group activities to deepen their knowledge and extend their learning further.

Setting details

Unique reference number	2754378
Local authority	East Riding of Yorkshire
Inspection number	10405904
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	0 to 11
Total number of places	8
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Market Weighton, York. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds appropriate qualifications at level 3. She offers the government-funded places for childcare and receives specific funding for disadvantaged children. She works alongside two co-childminders.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written and verbal feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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