

Childminder report

Inspection date: 29 August 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

Children are happy and settled in this setting. The childminder works closely with parents when children first start attending. She takes time to get to know children well and gathers detailed information about their likes and dislikes. While in her setting, the childminder observes children's interests and then plans activities and experiences to build on what they already know. Children are given opportunities to use and develop their imagination. For instance, children become engrossed as they role play a cafe scenario using the play kitchen. Children recall the orders and pretend to make cups of tea.

The childminder has high expectations of children's behaviour. She sensitively helps children to take turns and share toys. Through a gentle approach, children are learning to respect boundaries and understand the importance of taking care of one another.

The childminder supports children to develop their conversation skills. She models clear speech and asks a range of thoughtful questions. Children are given enough time to think and respond to questions, which provides them with the opportunity to practise and build on their speaking skills. The childminder listens attentively and responds warmly, ensuring every child feels heard. As a result, children communicate with clarity, confidence and pride.

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

- The childminder is clear about how to support children's developing physical skills. For instance, the environment is well organised to allow babies to crawl around furniture. Babies are provided with support to help them to stand, and they also enjoy using low-level furniture to pull themselves up to a standing position. The childminder provides motivation to encourage them to stand and reach for objects. This helps them to make good progress, practising and refining their physical skills and strengthening their large-muscle skills.
- Children enjoy settling down to listen to stories with the childminder. They select their favourite stories, and the childminder adds props to the stories she reads to bring them to life. Children listen with interest, and the childminder introduces new props as the story progresses. Older children share what they can see happening in the pictures and talk about the props they use. Children love books and develop a passion for reading from a very young age.
- The childminder interacts with children very well. She supports children as they use chairs to make a train and encourages them to pay for tickets with pretend money. This supports children's understanding of the world well. Children are motivated, eager and actively contribute to activities.
- The childminder thoughtfully plans a variety of outdoor experiences. This

encourages children to develop an appreciation for nature and the world around them. Children regularly explore local parks and woodlands, and they enjoy trips that extend their learning beyond the setting. This supports children to develop an understanding of the natural environment and the wider world.

- The childminder targets professional development to help her meet the needs of the children she cares for. She actively reflects on her practice and identifies areas for development. For example, behaviour training has equipped the childminder to better support children in regulating their own feelings.
- Partnerships with parents are well established. Parents speak positively about the safe and stimulating environment the childminder provides for their children. They are particularly happy with the nurturing environment and wide range of activities provided. Parents highlight the effectiveness of communication with the childminder. Parents are well informed and aware of ideas and strategies to support their children's learning at home.
- Currently, the childminder has not established effective partnerships with staff at other settings that the children also attend. She does not share beneficial information, such as what children need to learn next, with staff at other settings to provide more consistency in children's care and learning.
- The childminder implements some hygiene routines. For example, children know that they need to wash their hands after using the toilet. However, the childminder does not encourage children to wash their hands before every meal time. Therefore, children are not consistently supported to follow good hygiene practices.

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:

- develop partnerships with other settings children attend to enhance consistency in children's shared care and education
- support children to follow handwashing routines consistently to further develop their understanding of how this links to keeping themselves healthy.

Setting details

Unique reference number	2755699
Local authority	York
Inspection number	10410551
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 10
Total number of places	3
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in York. She operates her service all year round from 8am to 6pm, Monday, Tuesday, Thursday and Friday, except for family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder has an early years childcare qualification at level 3.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- The inspector observed the quality of education being provided indoors 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 written 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.

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