

Childminder report

Inspection date: 9 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

Children thoroughly enjoy their time at this home-from-home, friendly and nurturing childcare setting. The childminder provides a safe, welcoming and stimulating environment where children can play and learn. She is warm and caring, and her patient, supportive manner helps children feel secure and form strong attachments. Children demonstrate that they feel safe and settled as they enthusiastically explore the activities the childminder provides.

Children develop a positive attitude to learning. The childminder offers a broad and balanced curriculum that helps children build on their existing skills successfully. She carefully observes what children can do and extends their learning through targeted teaching. For example, the childminder introduces new vocabulary during storytelling and encourages counting during everyday routines. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Children behave well. The childminder has high expectations for behaviour, and children respond positively to her gentle guidance. For instance, they help tidy away toys when asked and wait patiently for their turn during group activities. Children receive consistent praise for the kindness they show towards others, which promotes their self-esteem and confidence. The childminder promotes good manners within the setting, encouraging children to use 'please' and 'thank you' routinely.

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

- The childminder plans activities that are closely matched to each child's stage of development. She uses skilful interactions to extend children's knowledge and thinking during play. For example, during water play, the childminder supports children's next steps in identifying and naming the colours of the boats they see. Learning is extended further, and the childminder encourages children to use a net to collect and count how many fish they have. As a result, children make good progress in their learning.
- Overall, children develop an understanding of healthy lifestyles. The childminder provides nutritionally balanced meals and snacks, freshly prepared each day. Children also benefit from daily opportunities to be active and engage in physical play outdoors. However, children are not always reminded to wash their hands before eating or after using the toilet. As a result, they are not consistently supported to develop good hygiene habits.
- Partnerships with parents are strong. The childminder gathers information from parents about their children's routines and interests before they start attending. Parents receive regular updates on their children's progress and well-being,

through diaries and photos. The childminder and parents work closely together to develop a shared approach to supporting children's learning. For example, the childminder shares children's next steps with parents to support their learning at home. Parents describe the childminder as 'warm, caring and professional'.

- Overall, the childminder encourages children to be independent by supporting them to try things for themselves, such as climbing the steps to the slide independently. She plans the environment to ensure that resources are easily accessible, enabling children to make independent choices in their play. However, children are not consistently encouraged to fully build on their independence skills. For instance, the childminder does not consistently support children to dress themselves or drink from open cups.
- The childminder places a strong emphasis on promoting children's communication and language development. She skilfully uses books throughout the day to enrich children's vocabulary and understanding. The childminder engages children in frequent conversations, encouraging them to express their thoughts and ideas. She repeats back words to children with the correct pronunciation and allows them the time they need to think and respond. As a result, children become confident communicators who talk happily and articulately with the childminder.
- The childminder attends all mandatory training, such as paediatric first aid and safeguarding. She reflects on the activities she provides and considers whether children have enjoyed them. However, her self-evaluation does not yet focus on identifying ways to develop her own skills or enhance the overall quality of her provision. As a result, she has not yet sought out relevant training and professional development opportunities to help improve her practice further.

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:

- help children to follow good hygiene routines, particularly in relation to helping them understand the importance of washing hands, before eating and after using the toilet
- increase opportunities for children to manage simple routine tasks to further support their emerging independence
- develop self-evaluation procedures to focus on identify relevant training and development opportunities.

Setting details

Unique reference number	2758858
Local authority	East Riding of Yorkshire
Inspection number	10410559
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 11
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Goole. She operates all year round from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 4. The childminder offers the government-funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home 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 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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