

Childminder report

Inspection date: 11 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 have formed wonderful relationships with the childminder. She creates a welcoming home-from-home environment. Children are happy and settle very quickly with the childminder. The childminder offers additional sessions for children to attend with their parents before they start. This helps them to settle when their parents leave them. Children feel comfortable with the childminder and show confidence in the presence of the inspector.

Children enjoy a range of stories, which the childminder reads with enthusiasm. She leaves gaps in well-known stories to encourage children to recall these. Children remain engaged in activities for long periods of time. For example, children enjoy finding matching cards that represent the story. They post these into the caterpillar's mouth. This also helps to support children's hand-eye coordination. Children are well prepared for their next stage of learning, such as school.

The childminder supports children's behaviour well. She calmly deals with any disagreements over toys. She has high expectations for children's behaviour. For example, the childminder encourages children to work as a team to tidy-up toys before moving on to another activity or playing outside. Children enjoy helping the childminder with a range of tasks. They take great delight in wiping the table after snack.

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

- The childminder completes a range of assessments, including the progress check at age two. These help to identify gaps in children's learning. She plans a range of exciting activities to teach and support children to learn new skills. The childminder ensures all children can take part. She alters the activity for the youngest children while providing older children with appropriate challenge.
- The childminder provides some opportunities for children to develop their mathematical knowledge, such as encouraging the counting of objects. For example, during snack, the childminder supports children to count how many oranges she has in her hand. However, these opportunities are not consistent enough to provide children with a wider range of mathematical experiences throughout the curriculum.
- Children's independence and self-care skills are supported well. The childminder has a clear understanding of which skills will help children in their next stage of learning. These include putting on their own shoes and learning to wash their hands independently. At snack time, children peel their own oranges and enjoy using child-safe knives to cut watermelon. The childminder explains to use the knife safely. For example, she helps children to place their fingers to ensure they do not cut them.

- The childminder understands how to seek support from a range of other professionals, if required, to support children's learning. She provides parents with a report when children leave, which they can share with their child's class teacher. However, the childminder has not yet developed partnerships with other settings that children attend. This means there is limited continuity of children's learning between the childminder and other settings.
- The childminder has formed strong partnerships with parents. They comment on her nurturing and approachable manner. Parents comment on the good progress their children have made throughout their time with the childminder. The childminder shares updates about children's days with parents through verbal feedback and messaging apps. This helps parents feel involved in their child's learning.
- Children behave well and respond positively to the childminder's guidance. Children are polite and consistently use good manners. They show caring attitudes towards their friends. For example, children kindly take all children's hats and put them away. Additionally, when children complain of minor pain, other children are concerned and offer to kiss it better for them.
- The childminder self-evaluates her practice well. She is part of a strong network of childminders. Most recently, the childminder has attended a course to support children's communication and language skills. This has had a positive impact on her practice and how she supports individual children. For example, she has learned to provide young children with less choice so as not to overwhelm them.

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:

- enhance the curriculum to teach children a range of mathematical skills and enable children to practise these skills through a wider range of experiences
- develop partnerships with other settings that children attend to help them make the best possible progress.

Setting details

Unique reference number	2758967
Local authority	York
Inspection number	10410560
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Acomb, York. The childminder is open Monday to Thursday, from 8am to 5pm and Friday, from 8am to 4pm. She opens all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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