

Childminder report

Inspection date:

6 August 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and form wonderful bonds with the childminder. She is passionate about ensuring every child is settled and that parents feel comfortable with her before leaving their children for a full day. The childminder has created a very welcoming, homely and nurturing environment, where children can thrive. Parents describe the childminder as an 'extension to their family'.

The childminder has developed an ambitious, extremely well-thought-out and carefully planned curriculum shaped around children's individual needs and interests. She skilfully introduces children to a wonderful array of rich vocabulary. For example, children learn about the natural world, such as different types of birds and flowers. The childminder provides children with a wide range of enriching experiences outside of the home. For example, children visit shops, where they learn how to use real money and about different people and communities. This helps children to develop their understanding of the wider world. The childminder also uses these opportunities to teach children how to keep themselves safe. Children learn about road safety and how to keep safe near railway lines.

The childminder has very high expectations for children's behaviour. She skilfully reminds children to share toys and to use their 'kind hands' when playing with friends. As a result of the childminder's consistent approach, children are developing high levels of respect for each other. Children proudly find each other's hats and are delighted to help their friends find toys they wish to play with. Children behave extremely well. This, along with their very positive attitudes to learning, helps them to make excellent progress. Children are very well prepared for the next stage of their learning.

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

- Prior to children starting, the childminder works seamlessly with parents to identify what children already know and can do. From this, her ongoing assessments help to pinpoint any gaps in children's learning. The childminder is very confident and highly professional in addressing these gaps. This includes swiftly enlisting external specialist and professional support if required. This helps all children to make strong progress.
- Support for children's developing language skills is a strength. Through play, the childminder skilfully involves children in lively conversations, encouraging them to talk about their ideas and learning. She expertly models clear language and introduces new words to broaden children's ever-growing vocabulary. Children have a very good vocabulary for their age.
- Opportunities to develop children's early mathematical skills and language are carefully weaved through play. Children enjoy counting the legs of an octopus

for example. Children show excitement because they know that it is 11 o'clock when the robin chimes on the clock. This helps children to gain an early understanding of time, as well as to recognise, understand and adhere to the routines of the day.

- Children are provided with plentiful, carefully planned and exciting opportunities to learn about a wide variety of celebrations, festivals and other countries. This includes those that are relevant to the families whose children attend the setting. The childminder sparks children's curiosity about the wider world even further through the use of a 'travelling tortoise'. When the tortoise returns from visiting different countries, such as Spain, children are eager to learn about other cultures and traditions.
- Children learn to become increasingly independent. For example, the childminder encourages children to find and put on their own shoes, offering sensitive support when they find this difficult. Using carefully selected resources that spark children's curiosity, the childminder ensures children learn about the importance of, and how to care for, their own teeth. Children enjoy squeezing the pretend toothpaste and using toothbrushes to clean toy teeth. Guidance on how to support good oral hygiene at home is extended to parents.
- Children learn about the importance of nutritious food. The childminder provides children with an exciting, varied and healthy mealtime menu. They are also introduced to foods that they might not try at home, such as tzatziki and home-made hummus.
- The childminder regularly reflects on her practice, skilfully and carefully adapting her home and routines to support each child in her care. Her proactive approach reflects, for example, in plans to visit and share information with local pre-schools that children will move on to so that children receive continuity in their care and learning.
- Partnerships with parents are exceptionally strong. The childminder shares a daily diary with parents, providing them with important information and feedback, both about their child's well-being and their learning. For example, parents are informed about what children have eaten and when they have slept. The childminder reports on what they have been learning, such as new vocabulary. This helps to encourage parents to further support learning at home. Parents praise the childminder very highly for the excellent quality of care and attention that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2760966
Local authority	East Riding of Yorkshire
Inspection number	10410570
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Driffield, East Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds appropriate qualifications at level 3 and provides government-funded childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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