

Childminder report

Inspection date: 14 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 enjoy their time with the childminder. She provides a range of interesting activities that are tailored to meet children's individual needs. For example, children enjoy using wooden shapes to count and to stack. The childminder gives children time to pursue their own interests in an unhurried manner. They work out problems, such as working out how to fit their characters into a toy bus. Children enjoy piecing puzzles together. The childminder uses praise and support to help children to keep working together and persevering to complete their self-chosen challenge.

Children become totally absorbed in their imaginative play. For example, they pretend that their characters need rescuing from pirates. The childminder repeats words and phrases that children say, for example, 'land ahoy'. This helps children to hear the correct pronunciation of words. Children confidently identify different sea creatures, such as sharks, sting rays and sea dragons. Overall, children show good levels of concentration and are focused.

Children behave well. They listen and respond to the childminder's gentle guidance and instructions. For example, children help to put resources away when they have finished with them. The childminder ensures that books are easily accessible to help develop their early literacy skills. They develop a good range of skills to help them prepare for starting school.

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

- The childminder provides a curriculum that helps children learn new skills. She has high expectations of children. The childminder encourages them to be independent and do things for themselves. For example, children learn to wash their hands and how to independently cut their food at snack time.
- The childminder monitors the progress children make through her observations and assessments. She knows how to access support from other professionals to close any gaps in children's learning. The childminder shares ideas with parents about what they can do at home to support children's development. This helps to promote continuity of learning for children.
- The childminder promotes children's communication and language skills well, overall. She gets down to children's level to talk to them and models language. She asks children a good range of questions, encouraging them to think and reply. This helps to widen children's vocabulary and speaking skills. Children show happiness as they smile and laugh during their play.
- Children develop some knowledge of the world around them. For example, they enjoy frequent visits to local places of interest, such as to the local beach and woods. However, opportunities for children to learn about lifestyles, cultures and

traditions beyond their immediate families are less well planned in the childminder's curriculum.

- The childminder creates positive partnerships with parents. She gathers information from them before their children start to help children settle. Parents are complimentary about the care the childminder provides. They appreciate the childminder's empathy and kindness.
- The childminder supports children's knowledge of numbers and counting. Children count the number of dots that they can see on wooden blocks. They learn about quantity, and the childminder helps children to understand 'more' and 'less'. Mathematical development is supported well.
- Children engage in singing activities. They make their choice about what nursery rhyme they will sing by picking a wooden spoon displaying an image, such as a bus or a star. However, the childminder does not consider the impact of other music that plays repeatedly in the background. Although children enjoy this at times, on occasions, this distracts them from becoming fully focused during their play.
- The childminder actively promotes children's good health. She cooks healthy meals for children and encourages them to try a variety of foods. Children enjoy activities outdoors and spend more time in the fresh air. They play safely under the childminder's supervision and guidance.
- The childminder keeps up to date with essential training, such as first aid. She accesses a range of professional development opportunities. For example, she works closely with other childminders in the area. The childminder receives information about changes to legislation via emails. This helps to ensure that her knowledge is up to date.

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:

- increase the opportunities that support children's awareness of other cultures, traditions and ways of life, helping them to further understand the wider world
- minimise unnecessary background noise to support children's concentration and prevent them from becoming distracted in their learning.

Setting details

Unique reference number	2770432
Local authority	North Yorkshire
Inspection number	10410577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in East Ayton in Scarborough. She operates all year round, from 7.30am to 5.30pm, Tuesday to Thursday, except for family holidays and bank holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates and insurance.
- The inspector took account of the views of parents through written feedback provided.

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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