

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 have formed strong bonds with the childminder. She provides a stimulating and nurturing environment in which children feel safe. The childminder knows the children and families well. She works with parents to plan settling-in sessions before children start. This enables her to gather information about children and ensure they feel comfortable in her care.

Children behave well and understand the routines. The childminder ensures children understand the high expectations she has in relation to behaviour. For example, children tidy away their toys before moving on to another activity. This supports children to develop respect for the toys and equipment and limits trip hazards. When children struggle with the rules, the childminder deals with it well, such as by gently reminding children to be kind to their friends.

The childminder effectively supports children's understanding of risk. For example, she explains why they need to use two hands while riding on a scooter. The childminder regularly completes assessments to help her identify any gaps in children's knowledge. These are shared with parents through an online app. The childminder knows children well and plans a range of engaging activities to support their next steps. Children make good progress in their learning and are well prepared for their next steps in education, such as school.

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

- The childminder supports children's developing vocabulary well. She skilfully weaves a range of mathematical language through children's play. For example, she supports children's understanding of size by using language such as big and small. During activities, the childminder clearly models words such as 'magnifying glass' and 'condensation'. This helps children to extend their mathematical vocabulary and understanding well.
- Activities are well thought out and planned to meet the needs of children's varying ages and stages of development. However, sometimes during whole-group activities, the childminder's attention is diverted to re-engaging some children's focus to the activity. This means some children do not receive the full benefit of the childminder's good quality interactions.
- The childminder teaches children how to keep themselves safe and healthy. She explains the importance of washing hands before meals and how to care for their teeth through a range of fun and creative activities. The childminder encourages children to sit at a table and enjoy their meals together. She encourages children to try new foods which they might not be willing to try at home.
- At mealtimes, children proudly help the childminder to place drinks bottles on

the table. However, opportunities for children to play a more active role in mealtimes are missed, such as pouring their own drinks or helping to prepare and serve meals. That said, children are well supported in developing a range of self-care skills. For example, they wipe their own faces following meals and put their rubbish in the bin. Additionally, they take delight in finding their own shoes before playing outside.

- The childminder has formed strong working relationships with other local settings that children attend. Information about children's needs, achievements and next steps are shared between settings. This helps to ensure the continuity of care and learning. The childminder takes children to attend activities in nearby schools, such as nativities and settling-in sessions. This helps children to become familiar with the setting, which in turn, supports a smooth transition to school.
- The childminder proactively reflects on her teaching and regularly seeks feedback from parents. She is dedicated to her own professional development, seeking out new training opportunities. The childminder attends a range of training, including early years conferences. This helps to ensure her knowledge remains up to date.
- Partnerships with parents are strong. The childminder sends out regular newsletters to parents that informs them of upcoming trips and activities she has planned. She also provides parents with guidance on how to keep children safe online. Parents are very happy with the care and education their children receive. They describe the childminder's home as a 'lovely environment' and would recommend her to others.

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:

- refine the organisation of group activities to ensure they are engaging and meet the needs of all children
- provide even more opportunities for children to develop independence skills, particularly at mealtimes.

Setting details

Unique reference number	2777424
Local authority	York
Inspection number	10413856
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2024 and lives in Huntington, near York. She operates all year round, Monday to Thursday from 7.30am to 5.45pm and on Friday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder 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 it is 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.
- Parents shared their views of the setting with the inspector.
- 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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