

Childminder report

Inspection date: 22 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They appear very relaxed and at home, taking off their shoes ready to play. The childminder knows the children in her care really well. She is attentive and sensitive to their needs and adapts the daily routine accordingly. For example, she ensures that snack time is sooner than usual, when children have awoken much earlier in the morning.

Children are well behaved. The childminder has a calm and caring manner and gently reminds them about safety rules, such as not climbing on the sofa. She also helps children to learn about personal safety when playing outdoors and when on outings to the park. For example, she helps children to understand what resources and play equipment may be too big or too small for them to use safely.

The childminder works closely with parents and with other settings that children attend, to manage behaviour effectively and ensure that children receive consistent messages. She also works closely with parents and with other settings to support children's development. For example, good partnership working promotes children's language and communication skills and their toilet training routines.

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

- The childminder is very aware of younger children's concentration capacity and ensures a varied range of activities to keep them occupied and engaged. She implements an interesting curriculum, which supports children to make good progress in all areas of learning and development.
- The childminder also implements good procedures for evaluating and recording children's progress and development. The information is shared with parents who comment that the childminder also teaches their children important life skills, such as good manners, kindness, confidence and social skills.
- There is a strong focus on promoting children's language and communication and the childminder constantly talks to children. She provides good support and attention to children at all times. However, she does not always allow children time to respond in order to develop back-and-forth interactions.
- The childminder regularly promotes early mathematics skills during the daily routine. For example, she helps children to count different items, such as the number of birds they see in the garden and how many blocks they can build.
- The childminder also supports children's early problem-solving skills when they complete age-appropriate jigsaw puzzles and shape sorters. However, not all adult-led activities are well planned or adapted, to build on what individual children already know and can do.
- The childminder ensures that children have access to a varied range of age-appropriate books, for example board books that are easier for the younger

children to handle. Children enjoy listening to stories read by the childminder, which supports their early literacy skills and language development.

- Children also have different opportunities for promoting their mark making and physical skills. Such as having access to a chalk board in the outdoor play area and drawing with water pens.
- Children are allowed to use their imagination and extend activities, such as when drawing on their feet with water pens, which also becomes a sensory experience.
- The childminder ensures fun and laughter. She pretends to jump when a cup is banged, children find this really funny and continue to bang the cup while giggling each time the childminder jumps.
- The childminder ensures that children have different opportunities for learning about the world around them. They visit lots of local attractions, such as parks, playgroup, woods and the railway museum, plus trips on the bus. They also learn about and celebrate different events, such as St Patrick's Day, Diwali and Chinese New Year.
- The childminder has a positive attitude towards continuous professional development and has completed relevant training courses since her last inspection. She also seeks parents' and children's views about the provision to help support development.

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:

- continue to develop children's language and communication skills, for example, by allowing children time to respond and to develop back-and-forth interactions
- ensure that learning experiences are well planned or adapted to effectively support individual children's next steps.

Setting details

Unique reference number	321235
Local authority	York
Inspection number	10388767
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 July 2019

Information about this early years setting

The childminder registered in 1994 and lives in York. She operates all year round from 7.30am to 4.30pm on Wednesday, Thursday and Friday. She holds an appropriate qualification at level 3. The childminder offers funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Elaine McDonnell

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.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed written comments from children and parents, sharing their views of the setting.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025