

Childminder report

Inspection date: 11 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe in the childminder's care. They develop strong bonds with the childminder and their peers. The childminder provides a home-from-home learning environment where children's confidence can grow. For example, young children take their early steps in walking around the childminder's home. The childminder is attentive to children's needs. She carefully plans exciting activities with clear learning aims. For example, the childminder helps children to learn new mathematical words, such as 'gigantic' and 'massive', as they roll dough to make pretend pancakes. Children learn the names of dinosaurs and compare the size of a toy Triceratops's feet to a Tyrannosaurus Rex's feet as they make prints in dough. Children learn about special days, such as festivals and celebrations. The childminder helps children to learn about different people and families and what makes them special.

Children are independent learners who are happy to lead their own play. The environment is clean, well-organised and inviting. Children follow familiar routines and understand the clear boundaries in place. The childminder encourages children to use good manners and reinforces saying 'please' and 'thank you'. Children behave well and display positive attitudes towards their play and learning. The childminder teaches children the importance of keeping safe through everyday routines and experiences. For example, while on walks in the local area, they learn about road safety and practise crossing the road. Children regularly take part in fire evacuations from the childminder's home. The childminder plans a broad and balanced curriculum that supports children to make good progress towards the next stages of their education.

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

- The childminder regularly assesses children's progress and shares this information with parents and carers. She uses her knowledge of children well to identify any potential gaps in children's progress. The childminder provides the necessary support to help children to make good progress in their learning and development.
- The childminder enhances children's experiences with outings and visits to local outdoor spaces. She promotes children's growing confidence and social skills as they mix with other children when they join groups in the community. For example, children regularly attend dance classes and play groups.
- The childminder gathers detailed information when children first start. This includes gathering information about children's dietary needs and allergies. She works closely with parents to ensure that children's allergies are well managed as their needs change. This helps to promote children's health and safety.
- The childminder helps children to learn about how healthy foods grow. Children

benefit from regular visits to the childminder's allotment. They excitedly tell visitors about the plums and apples that they pick and eat. This contributes to children's good health and overall well-being.

- The childminder encourages children to be independent and resilient in managing their personal needs. For instance, children learn to use a knife safely as they cut up fruit for snack. The childminder encourages children to persevere. However, the childminder does not always make the most of spontaneous opportunities during play to build on children's knowledge to further enhance and extend learning.
- The childminder supports children's physical skills. Children enjoy daily opportunities to play and learn outdoors. They attend gymnastic classes where they are supported to develop their large movement skills. The childminder supports children to develop their hand muscles and fine motor skills. For example, children spend time manipulating play dough. They enjoy using utensils, such as rolling pins and different cutters. Children behave well and show positive attitudes to their learning.
- Parents report they are happy with the care their children receive. They appreciate the safe, loving and nurturing environment that the childminder provides. Parents comment how their children's development has progressed and how excited children are to attend the childminder's setting. This demonstrates that the childminder has developed excellent partnerships with parents.
- The childminder completes training courses, such as paediatric first aid and safeguarding. She actively liaises with other professionals and keeps up to date with changes by reading emails from her local authority. However, professional development opportunities are not targeted precisely on enhancing her knowledge and teaching skills in areas that will benefit children the most.

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:

- develop skills in recognising and acting on spontaneous moments during play to enhance and extend children's learning to the highest level
- target professional development opportunities more precisely to enhance the quality of teaching and education in the areas that are of most benefit to the children.

Setting details

Unique reference number	500777
Local authority	East Riding of Yorkshire
Inspection number	10407998
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 1998 and lives in Wilberfoss, near York. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3. 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 and childminder completed a joint evaluation of an activity.
- The inspector held a number of discussions with the childminder and children.
- The inspector 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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