

Childminder report

Inspection date:

15 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

Summary of key findings

This provision meets requirements

- The childminder speaks knowledgeably about how young children learn and the early years foundation stage. She describes the curriculum she will provide. She talks about building on from children's starting points. She states that when early years children attend, she will speak with parents and observe and assess children to find out what they can do. She will use the information she obtains to plan for children's individual development needs. She explains she will include children's interests when planning to help them enjoy playing and learning. She has a clear idea of what she wants children to know and do when they start school. She can describe experiences she will provide to help children build their knowledge.
- The childminder explains how she will promote children's communication, language and listening skills, using story bags, nursery rhymes, singing and carefully managed conversations. She states she will model active listening, giving children time to speak and answer questions. She explains this helps children develop their communication skills and confidence.
- The childminder is aware that children need a range of experiences to develop their physical skills. She says she will give children opportunities to run and play ball games, for example. She also describes a range of resources such as ride-on toys to support a broader range of skill development. She explains that she will provide a range of resources, such as drawing and craft materials, and small toys. She describes knowledgeably how this type of activity helps children to develop their fine motor skills.
- The childminder explains she will model respectful behaviour, use routines and age-appropriate rules, so that children understand the expectations. She explains she will teach turn-taking through games and routines to help children develop their social skills. She talks about how, in the past, she has used emotion cards and a mirror to help young children learn about feelings and read facial expressions. Parents of children who attended as early years children in the past confirm that the childminder had a positive impact on their children, supporting them to be able to understand and talk about their feelings.
- The childminder explains the importance of developing children's independence and allowing them to take responsibility, for example, when washing their hands. She speaks passionately about building trustful, strong relationships with children and families. She explains this will help children to feel settled and part of the group. She demonstrates a comprehensive understanding of supporting children's emotional well-being and individuality. For example, she talks about treating all children as unique individuals to help develop their characters.
- The childminder is committed to continuing to develop her knowledge and skills. For example, she undertakes regular training, including that which covers a wide range of safeguarding subjects. The childminder explains how she reflects on her practice and keeps up to date with changes. For example, she talks about adding new food requirements to her policies and the information she will share with parents.

- The childminder explains how she will keep children safe in her home, when she uses different venues and when on outings. The childminder also describes how she has shared information about online safety with parents of early years children to raise their awareness of the potential risks. She understands her role in making risk assessments, such as when she plans to take children on walks. She knows the importance of teaching children to walk safely near the road.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY102918
Local authority	York
Inspection number	10407981
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 10
Total number of places	0
Number of children on roll	19
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in Upper Poppleton near York. She operates term time only from 7.30am to 6pm, Monday to Thursday. The childminder offers funded early education for children.

Information about this inspection

Inspector
Ruth Mason

Inspection activities

- Although there were no children in the early age range present at the time of this inspection, there were children present who were over the age of five years.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector discussed the safeguarding and welfare requirements with the childminder.
- The inspector discussed with the childminder how she plans to deliver educational programmes to young children.

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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