

Childminder report

Inspection date:

10 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and excited to be at this setting, and they thrive in the childminder's care. The childminder consistently nurtures them with warmth, patience and affection, which helps them to feel safe and secure. Children's smiles, laughter and eagerness to join in reflect how settled, valued and cared for they feel in the setting.

Children behave exceptionally well. They understand the routines of the setting. They help their peers to find their drinks and to set up their chairs for snack time. They demonstrate wonderful manners and kindness to each other and to adults.

Children access a wide range of carefully planned activities based on their individual needs, interests and abilities. Children join in with the activities excitedly, and the childminder encourages them to problem-solve and suggest solutions. Children of all ages gather eagerly for story time. The childminder reads enthusiastically and welcomes engagement from the children. They repeat familiar phrases and suggest what might happen next.

In the garden, children play and have access to a wide range of equipment to develop their physical skills. Children find a ladybird and gather around excitedly. They study the ladybird's spots, legs and wings before placing it in the bushes.

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

- Children take part in a wide range of exciting experiences in the local community. They visit the library and join in with community groups, where they spend time with the older generation as well as interacting with peers of a similar age. They learn important social skills and gain rich knowledge from their experiences.
- During snack times, children are encouraged to try new foods. They talk about the food on their plates and confidently taste unfamiliar vegetables. Children learn about healthy eating and good hygiene. They demonstrate strong self-help skills, taking off and putting on their own shoes, washing their own hands and wiping their noses.
- The childminder has high expectations for all children, including those with special education needs and/or disabilities (SEND), and provides effective support to ensure that they make sustained progress in their learning and development. The curriculum is carefully planned, ensuring that children of all ages are challenged and make good progress. Regular assessments mean that any concerns are addressed at an early stage and that the right support can be put in place.
- The childminder evaluates practice and the environment, making adaptations to

meet children's needs, abilities and interests. The childminder ensures that they are up to date with relevant training and strives to continually improve the quality of teaching and care so that children benefit from the best possible experiences.

- The childminder extends children's learning, challenging them and encouraging critical thinking. Children plant flowers and water the lawn. They learn about ladybirds and butterflies as they explore the garden happily. The childminder introduces new words and builds on children's learning, ensuring that children make good progress and learn about the world around them.
- Parents' feedback is overwhelmingly positive. Parents feel confident in the care and education that their children receive there. They speak very highly of the childminder and praise the communication and support from her. The childminder works with parents to assess children's development and plan next steps, ensuring that learning is tailored to each child's individual needs. As a result, children make strong progress, feel secure, and thrive in a nurturing and stimulating environment.
- The childminder supports communication and language exceptionally well. She uses Makaton signing, sings songs and reads engaging stories, encouraging children to join in and interact. The childminder uses high-quality interactions and introduces new vocabulary so that children develop their communication skills and build confidence in expressing themselves.
- The childminder works in partnership with families and professionals to support children with transitions to school and other settings, ensuring that information is shared effectively and that children feel confident and prepared for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY233901
Local authority	York
Inspection number	10407756
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 January 2020

Information about this early years setting

The childminder registered in 2002 and lives in York. She operates her service all year round, except for bank holidays and family holidays, from 7am to 6pm from Monday to Thursday. The childminder holds an appropriate qualification at level 3. She provides funded early education for children from nine months old to three- and four-year-olds.

Information about this inspection

Inspector

Briani Morris

Inspection activities

- The inspector spoke with parents to gather their views on the quality of care and education.
- The inspector observed a range of interactions between the childminder and the children.
- The inspector assessed how effectively the indoor and outdoor environments support the children's learning and development.
- The inspector discussed with the childminder how they plan and assess children's learning, including for those with SEND.
- The inspector reviewed records, including those relating to attendance, accidents and medication.

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