

Childminder report

Inspection date:

8 August 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children form positive relationships with the childminder, who is attentive to their individual needs and personalities. Parents and carers describe the childminder's setting as a home-from-home environment. Children demonstrate a sense of belonging within the setting. For example, they enjoy looking at photos of themselves when they were younger. However, the childminder does not ensure that she maintains an accurate record of children's attendance to further support her safeguarding procedures.

The childminder carefully monitors children's development. She identifies gaps in children's knowledge. The childminder uses this information to plan the curriculum and a range of engaging activities. For example, she provides large climbing equipment in the garden to support children's physical skills. The childminder teaches children how to use this safely. Additionally, the childminder teaches children how to count and to begin to write their name. Children make good progress and are well prepared for their next stage in learning, such as school.

The childminder has high expectations for children's behaviour and ensures that there are clear boundaries in place. She is consistent in the messages she provides on the rare occasion children do not follow these boundaries. The childminder teaches children how to keep safe outside of the home. For example, she discusses 'stranger danger' when out and about.

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

- The childminder has risk assessed her home and ensures that she keeps children safe. She understands safeguarding procedures and how to recognise if a child may be at risk from harm. However, the childminder does not keep a record of the times children have attended the setting. This means that she does not have a record of attendance to support her otherwise strong safeguarding practices.
- Children become engrossed in activities. However, the childminder often attempts to redirect children's play too quickly and steers them away from their own ideas. For example, children become engrossed in cutting paper to create pretend 'dog food'. Although the childminder uses this opportunity to remind children how to use scissors safely, she repeatedly asks if they want to move on to another activity. This interrupts children's learning.
- The childminder supports children's well-being and is responsive to their needs. She supports quieter children and is receptive when young children require a nap. At mealtimes, the childminder offers a range of food to ensure that children have a varied diet. She encourages children to try new food. The childminder develops children's confidence and supports their independence. For example, she reminds children to flush the toilet after using it and asks older children to

help find younger children's shoes.

- The childminder supports children's mathematical knowledge and early reading skills well. She engages in discussions around number to support children's early understanding. The childminder talks to children about the times their parents will collect them, which helps children to learn about the concept of time.
- Partnerships with parents are good. The childminder provides guidance for parents and regularly updates them on their children's development. Parents are pleased with the wide range of activities their children do while with the childminder. Furthermore, the childminder supports children's learning at home. For example, she shares resources to help older children to recognise numbers and develop their counting skills.
- The childminder regularly reflects on her practice to identify areas for improvement. She sends out questionnaires to parents to seek feedback and evaluate her practice further. The childminder attends a range of training, such as first-aid and safeguarding training. The childminder also ensures that the knowledge of any assistants she works with remains up to date and current.
- The childminder knows children well. She has developed a curriculum that builds on children's prior knowledge. The childminder gathers information from parents about children when they first start, to help her to get to know children. The childminder plans activities and sets up the environment to support children's development across all areas of learning.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a daily record of the names of the children being cared for and their hours of attendance.	31/08/2025

To further improve the quality of the early years provision, the provider should:

- provide children with enough time to develop their own ideas during their play without interruption.

Setting details

Unique reference number	EY235020
Local authority	East Riding of Yorkshire
Inspection number	10407940
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in Pocklington, East Yorkshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3 and provides government funded childcare. She occasionally works with an assistant.

Information about this inspection

Inspector
Amy Whiting

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting through written feedback.
- 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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