

Childminder report

Inspection date: 29 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled with the childminder. Creating wonderfully warm relationships are at the heart of everything that the childminder does. The support for children's personal, social and emotional development is second to none. The priority on children's well-being is clear to see. Children develop exceptional social skills and form strong bonds with the childminder and the other children. Younger children love to play with the older ones. Older children kindly pass toddlers their water and hold the little ones' hands when they are learning to walk. They smile with delight at each other and enjoy the friendships created.

The childminder provides lots of exciting outings into the wider community. This offers a wealth of rich-learning opportunities and helps children to make good progress in their learning. Children say that they love to play with the mud kitchen when they go to their forest school group. The childminder knows the children and their families intimately. This provides her with a deep understanding of how their feelings can affect their levels of engagement. She uses additional funding thoughtfully according to children's individual needs. Parents are overwhelmingly positive about the quality of care and education. They believe that the childminder has enriched their own lives as well as their children's lives.

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

- The childminder is well organised. She balances the care needs of the younger children and older ones perfectly. She continues to reflect on her practice to develop her knowledge and skills further. She maintains good links with the local stronger practice hub and follows guidance from the local authority. She prioritises training that will have the greatest impact on children's welfare. In relation to children's care, safety and well-being, the childminder leaves nothing to chance.
- The childminder plans activities that she knows the children can enjoy together. For example, younger children practise their pouring skills as they play with the pasta. Older children develop a storyline and talk about what they are making. The childminder knows which children prefer construction or art and craft. She encourages their creativity within their chosen activity. She forges important links with other settings that children attend. This promotes smooth transitions and a coordinated approach to their care and learning.
- The childminder makes good use of the garden to promote children's interests and learning. Older children use the scissors with increasing skill to snip the herbs and arrange them creatively. They are learning to name some of the herbs. For example, they know which are the chives because they put them in their sandwiches. Younger children laugh as they play peek-a-boo as they go in

and out of the small house. Toddlers learn the skills they need to crawl safely up and down the small step.

- The childminder supports children's developing language well. She praises the younger children warmly when they have said 'thank you' for the first time. She has focused on helping them to practise this. She engages older children in conversation about their artwork or their construction. However, she does not always provide a similar focus on the more complex vocabulary they could learn and practise to help them talk, even more eloquently, about the rich experiences that they enjoy.
- The childminder promotes children's keen interest in books and stories. Children enjoy visiting the library, and they develop good language skills. Babies learn the rich language of story by babbling along as the childminder reads to them. She skilfully pauses to encourage older children to join in with well-known phrases.
- Children learn to enjoy a healthy lifestyle. They spend a great deal of time outdoors in the fresh air. This promotes their physical and emotional well-being. The childminder reminds them to drink their water to keep their bodies and brains hydrated. Older children manage their own personal hygiene independently. They capably put their own shoes on and then help the toddlers with theirs. They peel and cut their own fruit up. They confidently approach adults when they need extra support. Older children are well prepared for school.

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:

- support children's language even more, for example, by further extending older children's language to match their rich experiences.

Setting details

Unique reference number	EY239088
Local authority	North Yorkshire
Inspection number	10388214
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 12
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 July 2019

Information about this early years setting

The childminder registered in 2002 and lives in Pickering, North Yorkshire. She operates all year round, from 7.45am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector
Pat Edmond

Inspection activities

- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with several parents during the inspection, read their testimonials and took account of their views.
- Discussions were held with the childminder about how she organises the provision and about her intentions for children's learning and development.
- The inspector looked at a sample of documents required for the safe and effective management of the provision. This included training certificates, suitability checks and information about the children.
- The inspector saw all areas of the premises that are used for childminding.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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