

Childminder report

Inspection date:

11 July 2025 - 1 August 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children benefit from a nurturing environment, where they feel safe, confident and eager to explore. The childminder fosters strong attachments by gathering information about children's development and routines from parents and carers when children join her. Children attend settling-in sessions that are flexible according to their needs. The childminder encourages children to bring familiar comfort items from home. As a result, children settle quickly.

The experienced childminder has a sound understanding of how children learn and develop. She offers a well-planned curriculum that balances children's interests with seasonal themes that spark their curiosity, such as 'new life'. The childminder extends children's learning beyond her home through enriching experiences, such as attending children's interactive music and movement classes in the community. Children return from these sessions excited to share what they have done. For example, they recall how they dance and use a large parachute.

The childminder supports children to behave well and learn to manage their feelings. For example, when children are upset, she talks to them about why they feel sad in an age-appropriate way. When children seek emotional reassurance from the childminder, she is responsive to their needs. Children sit on her lap and they share a story and a cuddle. This helps children to regulate their emotions and return back to their play.

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

- The childminder completes regular and accurate assessments of children's learning. This enables her to develop a good understanding of children's learning needs. The childminder uses these assessments to plan next steps to support children's learning and development. As a result, children make good progress.
- The childminder plans the learning environment with care, ensuring it complements the curriculum and deepens children's engagement. Children explore concepts such as 'new life' through first-hand observation of tadpoles and froglets in the garden pond. The childminder uses these real-life and meaningful experiences to bring learning to life for children and help to embed new knowledge in a memorable way.
- Children benefit from the childminder's clear and engaging interactions with them. She introduces new information, such as how elephants use their trunks to give themselves a dust bath. These interactions spark children's curiosity. Children ask questions to deepen their understanding. However, at times, the childminder's focus shifts from these high-quality interactions to managing transitions, which disrupts the flow of children's learning. During these moments, children lose interest and become disengaged.

- The childminder weaves mathematical language and concepts into children's play and routines throughout the day. Children naturally explore early addition and subtraction. For example, they discuss their current age, how old they were last year and how old they will be on their next birthday. These exchanges help children to develop their early understanding of mathematics.
- The childminder engages in interesting conversations with children and introduces new words in a meaningful way. For example, the childminder describes how 'The red admiral butterfly is landing on the buddleia bush.' Children quickly learn new vocabulary and develop strong communication and language skills.
- The childminder consistently promotes children's self-care skills. She encourages children to put on their own shoes, use the toilet independently and pour their own drinks at mealtimes. The childminder offers gentle guidance while allowing children space to manage tasks themselves. These opportunities prepare children well for their transition on to school.
- The childminder recognises the importance of supporting children to develop healthy lifestyles. She promotes children's understanding of hygiene routines. Children brush their teeth after lunch. The childminder models to children how to wash their hands thoroughly when they return from playing outdoors. She supports children's physical health and well-being well.
- The childminder develops professional relationships with parents. She provides frequent newsletters to keep parents informed of children's learning and events. The childminder provides regular updates on children's individual developmental progress. She provides suggestions about how parents can support their children's learning at home. Parents feel fully informed about their child's day through daily communication and photos that the childminder provides. This supports positive parent partnerships and promotes continuity of care and learning for children.

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:

- consider the organisation of transitions throughout the day to minimise disruptions and help children to remain focused and engaged in their learning.

Setting details

Unique reference number	EY274903
Local authority	North Yorkshire
Inspection number	10392873
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 4
Total number of places	16
Number of children on roll	23
Date of previous inspection	1 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Skipton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with assistants who are all qualified at level 3. The childminder provides government funded childcare for children aged from nine months.

Information about this inspection

Inspectors

Natalie Stringer
Nicola Dickinson

Inspection activities

- The inspection started on 11 July 2025. It was paused in line with 'Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy'. Inspectors returned on 1 August 2025 to complete the inspection.
- 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 the curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector held discussions at appropriate times during the inspection.
- The childminder shared a range of documentation with the inspector, such as evidence of the childminder's continued professional development and her paediatric first-aid qualification.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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