

Childminder report

Inspection date:

10 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 are treated with warmth, kindness and respect by this experienced childminder and the assistants she works with. On arrival, they rush up to the childminder to receive a big hug. Children thrive on praise, and this helps them to develop the confidence to have a go and to take part in new experiences. Children who are feeling a little unsure about taking advantage of the wide range of activities are given time to settle, before being gently encouraged to join in.

Children spend a great deal of their time in the large outdoor environment. Here they enjoy creating 'soup' in the mud kitchen and developing their physical skills as they build obstacle courses. They learn about traffic lights when they ride different vehicles down the path. However, learning opportunities are not always fully developed as the childminder's deployment of assistants is sometimes not effective. Furthermore, the childminder does not carry out robust enough checks on the resources and equipment available. Although, on the day of the inspection, prompt action is taken to address these areas, this does not fully promote children's safety and well-being.

Children form strong bonds with the other children who attend the setting. They are excited when their friends arrive and ask about any children who are not there that day.

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

- The focus of the childminder's curriculum is supporting children's personal, social and emotional development. She has a good understanding of how young children learn and recognises that children need to feel secure and confident to make progress. Children learn about different emotions and start to gain an understanding of strategies to use if they are feeling upset or cross. They are also supported to consider the impact of their actions on others, in a way that is appropriate to their age and stage of development.
- Children benefit from plenty of space to learn and explore, both indoors and outside. They can make independent choices about what to do from a wide range of different resources. Although there are systems in place to carry out checks on the premises, these are not thorough enough. Some of the equipment in use is not in the best state of repair. The childminder recognises this and responds appropriately to concerns raised.
- The childminder and any assistants she works with know the children in their care extremely well. They identify what they need to focus on next in their learning. They skilfully adapt planned activities so that all children can benefit from them. Skilful questioning helps all children to make progress. For example, some children enthusiastically recognise different shapes drawn with chalk

outdoors. They then practise drawing their own shapes. For younger children, the focus is on turn taking and mark making.

- Support for children with special educational needs and/or disabilities is a real strength. The childminder is highly vigilant in identifying children who may need additional support. She works closely with parents to help them to access any support from specialists, if required. Parents are extremely appreciative of the advice and help provided.
- Children are always well supervised. The childminder and any assistants she works with are generally attentive to children's needs, recognising when they are tired or require some help. However, sometimes the adults prioritise routine tasks rather than spending time with the children. As a result, interactions with children are limited. This does not consistently support their learning.
- The childminder is reflective about her practice and has already identified changes she wants to implement to improve her provision. She also consults with parents to gather their feedback. She ensures that mandatory training is kept up to date. However, she does not provide supervision for any assistants she works with to support them to access additional training and to develop or improve their practice further.
- The childminder recognises the importance of supporting children to be ready to go to school. Older children take part in some more structured learning opportunities. Younger children are also starting to understand the daily routine. However, at times daily tasks such as getting ready to go outside or sit down for lunch do not fully promote purposeful learning. Children are unclear about what is expected of them and must wait for too long at mealtimes.
- Children enjoy freshly prepared meals and snacks. Special dietary needs are catered for effectively. They learn about the importance of healthy eating. Older children understand that their bodies need food to give them energy.

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
ensure risk assessment procedures are carried out more robustly so that minor hazards are identified before they become potential risks	08/08/2025

improve staffing arrangements so that children's learning needs are met consistently	08/08/2025
ensure arrangements are in place for the effective supervision of assistants in order to provide support, coaching and to identify training needs.	08/08/2025

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

- review the organisation of daily routines, such as mealtimes and going outdoors, so that children are more purposefully engaged at times of change.

Setting details

Unique reference number	EY275298
Local authority	North Yorkshire
Inspection number	10404327
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 9
Total number of places	18
Number of children on roll	20
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 1993 and lives in Coverham, Leyburn. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder works with two assistants and holds an appropriate qualification at level 3. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector considered written feedback from parents.
- 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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