

Childminder report

Inspection date: 21 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder develops strong bonds with children and is supportive to their families. Children show they feel settled at the childminder's homely setting. For instance, they snuggle up closely as she reads to them. The childminder knows children well and is responsive to their interests, needs and characters. She adapts activities for younger and older children. The childminder knows that outdoor play is children's favourite. Therefore, she provides daily access to the garden and takes children to parks and woods. Here, the childminder provides opportunities for children to be physically active and enjoy fresh air. She teaches children about nature and the world around them. Through these experiences, the childminder prioritises children's well-being.

The childminder has age-appropriate rules for children to follow at the setting. She gently explains her high expectations to children. This helps children to understand how to behave and learn to respect her home. As a result, children behave very well. The childminder has a good idea of what she wants children to learn. She develops a curriculum that builds on children's starting points in development. The childminder makes observations and plans children's next steps in learning with parents, incorporating children's interests. This helps children to be keen to join in and build their concentration. It also ensures that children make progress so they are ready to start school or nursery.

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

- The childminder teaches children new words as she plays with them. For example, she names animals, the noises they make and objects children play with. This helps children to learn new words as they repeat what the childminder says. The childminder reads children's favourite books and talks to children about the pictures, characters and what is happening. These experiences help children to build their vocabulary and enjoyment of stories.
- The childminder prioritises children's social and emotional development. She supports children to share, wait and take turns. The childminder models saying 'please' and 'thank you' so that children will copy. She takes children to playgroups so that they can meet a wider range of people. The childminder uses these experiences to enable children to practise important social skills as they learn to make friends and play with others.
- The childminder provides children with many opportunities to develop their large and small motor skills. For example, as children climb and explore at the park and woods, they develop balance and coordination. In the setting, children play with inset puzzles and small toys. These activities help them to develop their hand-eye coordination and dexterity. Children enjoy stomping dinosaurs in cornflakes to break them up. They pour and sprinkle the pieces. This supports

their hand, arm and shoulder strength. These experiences help children to build their physical skills.

- The childminder uses mathematical words as she plays with children, such as relating to size and direction. She encourages children to find 'two' animals that are the same. Children learn to recognise and name shapes. The childminder counts as she plays with children to encourage them to copy her. These experiences help children to develop early mathematical skills.
- The childminder works effectively with other settings, such as the local school and nursery. She shares information when children attend her setting and the nursery or when they leave her setting to start school. This helps to provide continuity in children's learning.
- The childminder encourages healthy eating. She provides fruit snacks and encourages parents and carers to provide healthy meals. The childminder supervises children's handwashing before eating. However, she does not consistently support children to understand about the highest standards of hygiene and germs. For example, she does not speak with children about the risk of germs from eating food used in play activities.
- The childminder keeps up to date through reading websites and taking some online courses. She rightly identifies the strengths of the setting as her strong bonds with children and improved communication with parents. She sometimes seeks feedback from parents. However, the childminder does not ensure that this provides sufficient detail to enable her to identify how to improve her setting or her knowledge. As a result, she does not focus ongoing professional development precisely on raising the quality of provision further.

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:

- strengthen children's understanding of hygiene practices and germs
- enhance evaluation processes to target professional development in order to raise the quality of provision even further.

Setting details

Unique reference number	EY372230
Local authority	York
Inspection number	10399499
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	6
Number of children on roll	9
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2008 and lives in York. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector
Ruth Mason

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development.
- 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.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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