

Childminder report

Inspection date: 6 May 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed into a safe, secure, carefully planned and stimulating learning environment. They benefit hugely from the childminder's child-centred curriculum. She has consistently high expectations for all children in all aspects of their learning. The childminder has an expert knowledge in understanding children's emotional and physical well-being and seamlessly implements this into her practice. For example, the childminder carefully observes when two children wish to use the sit-in car, she allows children time to navigate their emotions and decide who will use the car using the strategies the childminder has taught them. As a result, children behave well and are learning to understand their developing emotions. The childminder teaches them to listen, communicate positively and understand the difference between right and wrong. She sets clear rules and boundaries and helps children to learn how to keep themselves safe.

The childminder supports children's emerging communication and language skills exceptionally well. For example, lots of repetition of words, clarifying that children have understood what she has said and the excitement of taking part in a teddy bears picnic while reading a story. The childminder has an expert understanding of how children learn and continually builds on what children know and can do. Children master key skills they need for their future development and are exceptionally well prepared for school. For instance, from an early age, children develop their hand-eye coordination and independence extremely well. Younger children carefully use water jugs with excellent skill and control to pour water and use an open cup to drink from. Children from a young age are taught to take off their shoes and place their coat on pegs, while older children learn to put on their coats and shoes. This ensures the curriculum is sequenced for all ages of children.

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

- Children's curiosity and sense of wonder is promoted through careful consideration of the type of resources, equipment and learning areas created, both indoors and outside. Children enthusiastically join in with the wide range of activities on offer as the childminder knows what captures their curiosity. As a result, children make excellent progress in their learning and development, including children with special educational needs and/or disabilities (SEND).
- The childminder's curriculum is securely embedded in her teaching and planning. Her interactions with children are excellent, and she quickly adapts her planning to develop their play. For example, as younger children move onto other activities she continues the learning intentions. This ensures children develop the social skills and knowledge that they need to navigate their future social interactions.
- The childminder provides a highly effective, language-rich learning environment.

She models language excellently for children to learn from and skilfully teaches children of all ages how to use new words in context. Children are exceptionally confident communicators both verbally and physically. For example, toddlers confidently use a wide range of vocabulary to express what they want and need. Children develop wonderful language skills.

- The childminder weaves mathematics into everyday activities. She introduces counting and mathematical language while children play and during small group activities. The childminder teaches children concepts, such as 'more', 'less', 'big', 'medium', 'small'. Children use these in their play. For example, counting out plates for the picnic, the childminder asks if they need more or less plates, when filling and pouring water, they look to see if it is full or empty. Children are getting a strong foundation in mathematics.
- Children learn about good oral health. They are taught about the importance of brushing their teeth. In addition, children access resources to practise their skills and learn about the role of the dentist. This supports good health practices.
- The childminder shows a positive commitment to the continued development of her childminding service. She reflects on her practice and identifies what she does well and the areas she can develop to enhance children's experiences in her care. For example, she has completed training on sequencing her curriculum. this was evident in her interactions with the children and the activities that she provides. The childminder has completed a wide variety of training opportunities to help develop her knowledge and skills.
- The childminder works tirelessly to involve parents in their child's learning. Parents report that they feel extremely well informed about their child's development. The childminder meticulously keeps parents updated about what children are learning and actively seeks and values their input.
- The childminder works in partnership with schools to provide a smooth transition for children into school, especially children with SEND. Regular meetings with parents/carers and school special educational needs coordinators ensures that any support meets the individual needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first

Setting details

Unique reference number	EY397355
Local authority	York
Inspection number	10388770
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	12
Date of previous inspection	26 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in York. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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