

Childminder report

Inspection date: 1 April 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder is highly ambitious for the children in her care. She plans a curriculum that is carefully sequenced to guide children on their journey of development. From the start of their time with the childminder, attachments are extremely strong. She ensures that her interactions with children are consistently positive. The childminder focuses on helping children to understand their emotions and feelings from a young age. She shares her own feelings with children to help them understand that adults have feelings too. This gives children the confidence to talk openly about their feelings, knowing the childminder will understand. This helps children to feel, and be, safe and secure.

The childminder's learning environment and carefully considered activities ignite children's interests. Children make exceptional progress from their starting points. They develop secure foundations in readiness for their next stage in learning, including nursery or school. Children start the day with a movement and dance activity to help them feel more alert and ready to learn. They practise their problem-solving skills as they involve themselves in physical activities. For example, children discuss with the childminder where they need to sit on a see-saw to make it balance. They discuss that it will only 'go down' and 'not up' if it is not balanced.

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

- The childminder knows children exceptionally well. Children are highly motivated by expert teaching that arises from the wealth of continued professional development that the childminder has undertaken. The childminder actively seeks out best practice and training to develop her understanding. She continually changes and adapts her curriculum to ensure it meets the needs of the children in attendance to help them succeed.
- The childminder carefully designs her setting so that resources are in easy reach for children. They select resources with confidence. Children choose objects, such as pom-poms, to help them to count and as part of their role play. They consistently show high levels of independence in their learning. Children remain focused in their play for sustained periods. For instance, children draw around their hands and talk about how the lines represent 'knuckles'. The childminder expertly furthers children's understanding by asking children about other body parts.
- The development of children's communication and language is given high priority. The childminder expands children's already impressive language. She expertly engages children in meaningful conversations and discussions. The childminder models language well, encouraging children to try out new words. This is skilfully done through play and quality interactions. For example, the childminder introduces the word 'amplifies' to describe how a microphone can

make a voice louder.

- Children immerse themselves in stories, rhymes and songs with the childminder. Core books are used to help children to understand and learn key words and concepts. For example, children share a book about animals in a zoo. The childminder asks children questions and their opinions about the animals. She knows each child's level of understanding and gives further examples for what some words mean. For instance, she explains that 'fierce' is another word for 'scary'.
- Children focus intently while learning mathematical concepts, such as speed and motion, as they roll balls down a tube set at different angles. The childminder helps children to understand that the ball gets stuck as it has a 'lip' on the end. They work together to turn the tube around so balls roll all the way out. Children develop scientific curiosity and observational skills while investigating the cause and effect of a solar-powered water fountain. They recall that on a sunny day the water goes higher.
- Parents are extremely positive about their child's experiences with the childminder. She ensures that the views of parents and children are considered to inform children's learning. For instance, she finds out what children's interests are at home and encourages parents to share any activities and outings they have been on. Families receive valuable information about children's learning and development and their next steps in learning, and how this can be supported at home.

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	EY397746
Local authority	East Riding of Yorkshire
Inspection number	10380553
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	6
Number of children on roll	4
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2009 and lives in Anlaby, Hull. She operates term time only, from 7.30am to 5pm, Monday to Thursday. The childminder holds a relevant early years qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Suzzanne Thompson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025