

Childminder report

Inspection date: 26 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and content in the childminder's care. They feel safe and secure in the welcoming and homely environment. The childminder has a warm and caring nature with children. Children develop secure attachments. They enjoy cuddles and reassurance from the childminder as needed. The childminder prioritises children's emotional well-being. She offers extended settling-in periods and caters for children's individual care needs and routines. Children have access to an indoor and covered outdoor playroom, as well as a spacious outdoor area with a wide range of resources. They enjoy independently choosing toys and activities to play with. The childminder has clear aims for her curriculum. She has a good knowledge of how children learn and uses this to plan exciting opportunities for children across all areas of learning. Children follow their own interests in their play, and the childminder provides a good balance of high-quality adult-led activities that complement this.

The childminder encourages children by praising them for working together, for example when using the see-saw in the garden. The childminder is a good role model. She consistently uses good manners and encourages children to do the same. The childminder consistently introduces mathematical language and counting throughout all areas of learning. For example, she encourages children to think about 'heavier' and 'lighter' objects when using the weighing scales in the mud kitchen, and about 'big' and 'smaller' objects when printing and counting during number rhymes.

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

- The childminder is an excellent role model and, as a result, children behave well. Children learn to play together. They share and take turns from a young age. Children show kindness towards each other. Older children help younger children to get down from the table safely after snack and hold their hands to comfort them if they become upset.
- The childminder promotes some aspects of children's independence. For example, she encourages children to put on and take off their own shoes and coats, use the toilet independently, wash their own hands and cut their own snack. However, she does not consistently support children to extend their self-care skills. For instance, she does not support children to wipe their own noses, drink from open-top cups, and take off and put on their clothes independently if they are feeling too warm or too cold.
- Children gain a wealth of experiences in the local community. For example, they go on exciting excursions with the childminder, including trips to local parks, national heritage sites, farms and local playgroups. The childminder ensures that she embeds diversity into everyday activities by providing children with

resources and activities that introduce them to different ethnicities, cultures and religions.

- The childminder promotes a love of reading. She shares stories with children as a group and individually. Children have access to books so they can look at them independently. They also enjoy regular trips to the library. The childminder expertly embeds children's learning. For example, after sharing the story of 'The Very Hungry Caterpillar', the childminder and the children act out the story.
- Overall, the childminder supports children's communication and language well. She skilfully supports children with pronunciation and introduces new words. However, the childminder does not consistently give children the time to think and respond when asking them questions.
- Children benefit from the childminder's strong partnerships with parents and carers. The childminder and parents share important information to enable consistent care and learning for children. However, the childminder does not collect information about children's learning when they start at her setting. This means she does not have a consistent understanding of children's level of development or plan for their next steps in learning from the start. The childminder is proactive in working closely with other providers to maintain consistency and to help with the transition when children start school.
- The childminder supports children to learn about the importance of maintaining a healthy lifestyle and good oral hygiene. She provides children with healthy and nutritious meals and snacks. The childminder discusses healthy food choices and the importance of brushing teeth and visiting the dentist. Children also enjoy participating in role play using the dental set.
- The childminder ensures that children have opportunities to develop their physical skills. Children climb, balance and use bicycles in the garden to develop their gross motor skills. They work on their fine motor skills, for example, by threading feathers and flowers into straw hats to make an Easter bonnet.

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:

- provide further opportunities for children to increase their independence
- give children more time to think and respond when asking questions
- work in partnership with parents to gain a greater understanding of children's starting points in development.

Setting details

Unique reference number	EY405189
Local authority	York
Inspection number	10380576
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Huntington area of York, North Yorkshire. She operates all year round, from 7.45am to 6.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to and communicated with the inspector during the inspection.
- 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 the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their 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.

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