

Childminder report

Inspection date:

26 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the childminder's welcoming, home-from-home environment. Warm and trusting relationships are evident, as children seek comfort and reassurance when needed and receive attentive responses. The childminder knows the children well and is sensitive to their individual needs. This nurturing approach helps children feel safe, secure and valued, supporting their emotional well-being and enabling them to thrive in their development.

Children display a positive attitude to their play and learning. They confidently explore the activities provided and engage with enthusiasm. For example, children eagerly select toys linked to nursery rhymes from a bag and begin to join in singing song and actions with enjoyment. These purposeful experiences capture children's interest and extend their skills. As a result, children build on what they already know and make good progress from their individual starting points.

Children behave well in the childminder's care. They listen carefully to instructions, such as helping to tidy away their toys. The childminder acts as a positive role model and sets clear, consistent boundaries that children understand. She uses frequent praise and encouragement to celebrate children's efforts and achievements, which helps to build their confidence and self-esteem. As a result, children develop important social skills that prepare them well for the future.

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

- The childminder provides children with an engaging and well-sequenced curriculum. She completes regular observations and assessments, including the progress check at age two, to monitor children's development effectively. Any gaps in learning are identified quickly, and the childminder works closely with parents to provide targeted support. Planned activities build on what children already know and can do from the outset, ensuring their individual needs are met. As a result, all children make good progress in their learning and development.
- The childminder makes effective use of her local community to broaden children's experiences and social opportunities. She works in partnership with other childminders and attends stay-and-play sessions, where children learn to mix with a wider group of peers. Regular visits to the library, park and on local walks enhance children's understanding of the world around them. Planned activities linked to events such as Armed Forces Day and Diwali further promote children's awareness of diversity and their wider community.
- Overall, the childminder places a strong focus on developing children's communication and language skills. She speaks to children as they play, sings songs and introduces themed events such as nursery rhyme week. These

experiences build children's listening, attention and early vocabulary effectively. However, the childminder does not always model the correct pronunciation of words. This reduces children's opportunities to consistently hear accurate language.

- Partnerships with parents are strong. The childminder shares daily information and photos about children's learning, which helps parents to remain fully involved in their child's progress. Parents work closely with the childminder to support next steps, ensuring a consistent approach between home and the setting. Feedback from parents is highly positive. They value the wide range of outings and planned activities provided and praise the childminder's commitment to giving children enriching experiences.
- The childminder promotes children's independence effectively. She encourages them to take the lead in their play and make their own choices, which builds confidence and decision-making skills. Children are supported to manage age-appropriate tasks, such as putting on their shoes and seeing to their own care needs. This helps them develop resilience and self-care skills. As a result, children are well prepared for the next stage of their learning, including their eventual move to school.
- The childminder reflects well on the quality of her provision and identifies areas for improvement effectively. She seeks the views of parents and children when making enhancements. This helps to ensure the environment continues to support positive outcomes for children. However, the childminder has not yet targeted her professional development to extend her teaching skills further. This limits her ability to consistently build on her good practice and raise the quality of teaching to an even higher level.

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:

- help children to learn the correct pronunciation of words to further promote their communication and language skills
- target professional development opportunities to help build on and enhance teaching skills further.

Setting details

Unique reference number	EY415612
Local authority	North Yorkshire
Inspection number	10399500
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2010 and lives in Ripon, North Yorkshire. She operates all year round from 7.15am to 5pm, Monday to Friday, term time only. The childminder has a level 3 qualification in childcare. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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