

Childminder report

Inspection date: 22 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 provides a warm, welcoming and homely environment, where children feel safe and secure. From the start, the childminder builds strong and trusting relationships with children and their families. During the settling-in period, she invests time in understanding each child's individual needs, interests and routines. The childminder gathers key information from parents and carers to ensure a smooth and supportive transition. Children settle quickly and confidently. They show a clear sense of belonging and emotional security in the setting.

Children confidently lead their own learning and make independent choices about their play. The childminder offers an ambitious curriculum that caters to children's individual needs and interests. She provides a range of engaging activities and meaningful experiences. For example, children explore sensory trays filled with objects and materials, which encourage their curiosity and language development. As a result, children make good progress and develop the skills they need for their future learning and success.

The childminder acts as a positive role model for children and maintains high expectations for their behaviour. Children behave well and respond positively to her clear and consistent guidance. For instance, children offer to tidy up their toys before moving on to the next activity. Children demonstrate politeness, kindness and regularly use good manners. The childminder consistently acknowledges and praises children's acts of kindness towards others, which enhances their self-esteem and builds their confidence.

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

- The experienced childminder demonstrates a deep understanding of child development and how children learn. She builds on children's interests effectively to foster their positive attitudes towards learning. For example, when children show enjoyment in dressing dolls and putting them to sleep, she uses this play to encourage key developmental skills. The childminder conducts regular assessments to monitor each child's progress, enabling her to identify any emerging gaps and provide timely and targeted support.
- The childminder demonstrates a strong commitment to continuous improvement by regularly reflecting on her practice. She can clearly identify her strengths and areas for development, such as her plans to further enhance the outdoor learning environment. The childminder engages in regular training to ensure that her knowledge and skills remain current. For example, recent training on supporting children's mental health has strengthened her ability to promote children's overall well-being effectively.
- Partnerships with parents are strong. The childminder shares daily diaries and

learning journals with parents, which include photos and detailed notes about each child's development and next steps in learning. Parents express high levels of satisfaction with the care their children receive. They comment positively on how much their children enjoy spending time with the kind and nurturing childminder. However, the arrangements for sharing information with school or pre-school staff when children transition do not provide consistent support for children during this important stage.

- The childminder promotes healthy living by teaching children the importance of good nutrition and physical well-being. She offers children a variety of healthy and nutritious snacks and meals throughout the day. The childminder provides children with regular opportunities for fresh air and physical activity through daily outdoor play. She supports children with personal care routines and encourages regular handwashing at appropriate times during the day.
- Overall, the childminder recognises the importance of supporting communication and language skills as a foundation for children's learning. During activities, she offers a thoughtful commentary and poses questions that encourage interaction. As a result, children engage confidently in conversations, feeling that their thoughts and contributions are valued. However, the childminder does not consistently support children in correctly pronouncing words, which limits the effectiveness of her support for their developing language skills.
- The childminder supports children's early independence effectively. She encourages them to make their own choices, fostering their confidence and independent learning skills. Children are actively involved in selecting their own activities, and the childminder values and responds to their ideas. She provides age-appropriate support and guidance, promoting self-sufficiency by encouraging children to complete tasks on their own. Additionally, the childminder works in partnership with parents to support children through key developmental milestones, such as toilet training.

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 the arrangements to work in partnership with local schools and pre-schools to support a consistent approach to managing children's transitions
- extend how children are supported to learn to pronounce words correctly, to fully support their developing language skills.

Setting details

Unique reference number	EY446823
Local authority	North Yorkshire
Inspection number	10398748
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2019

Information about this early years setting

The childminder registered in 2013 and lives in Selby, North Yorkshire. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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