

Childminder report

Inspection date: 4 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this safe, welcoming setting. The childminder and assistants know the children in their care very well, and plan their environment to meet their needs. As a result of this, all children make good progress. Children are happy and settled, and when they arrive in the setting a little upset, they readily go to the childminder, who supports them to settle quickly.

The childminder has a strong understanding of supporting children who have special educational needs and/or disabilities (SEND) and ensures his setting is inclusive. He talks passionately about how he supports children, and through his knowledge of additional needs, he is able to promptly identify further support. For example, where children are not yet communicating, the childminder identifies next steps that support forming words beginning with 'M' to develop mouth muscles.

The childminder supports children to solve problems and take risks. For example, children climb along planks to get to a table. They are encouraged to do this themselves, with assistance provided if needed. Children climb independently on resources inside. However, the environment is safe as risk assessments have taken place.

The childminder and his assistants effectively promote children's physical and emotional well-being. They strongly focus on developing children's physical skills. Gross motor skill development is supported by the opportunities for climbing and moving in different ways in the outdoor provision. The childminder actively promotes children's fine motor skills, for example through providing children with a bag full of different fastenings, such as zips and clasps. Children have daily access to outdoor play experiences, which promotes their well-being and learning in all areas.

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

- The childminder identifies what he wants the children to learn. He talks passionately about setting the foundations in learning through a love of outdoors and developing skills such as moving in different ways. The childminder provides different resources to support with this. Furthermore, he supports children to solve problems and learn how to negotiate. As a result, children play happily together, using resources and chatting together about their plans.
- Children are encouraged to take the lead in their own play. For example, children have recently shown an interest in refuse collection, and through providing a cardboard box, this interest has been supported. The childminder further extended learning as he supported teamwork and cooperation by encouraging the children to lift the box.

- All children, including those with SEND, develop their independence skills. For example, all children are expected to put their own outdoor suits and shoes on, although adults are there to support if needed. This means that children's confidence and independence are developing, and they are becoming ready for school.
- The childminder and assistants develop secure relationships with all children. Children happily approach staff for hugs and comfort, and when upset, they are asked if they want a hug. Children display lots of confidence through choices that are offered and the experiences provided. They are very eager and excited about their play, meaning they have a positive attitude towards learning.
- A love of storytelling is embedded by the childminder. Children, including those who are upset on arrival, happily sit with the childminder as he shares books. He engages children through using different tones. He extends children's learning by focussing on words such as 'saxophone' and using sound effects to model what a saxophone sounds like. Furthermore, the childminder introduces vocabulary such as 'author' and 'illustrator.' Storytelling is then extended in the provision as the childminder encourages children to tell their own stories, while he scribes. Through using stories and through the childminder's positive interactions, children's vocabulary is developing.
- The childminder has developed his own knowledge through accessing training. However, he has not provided further professional development for his assistants to develop their practice. This means that on occasion, assistants do not consistently extend children's learning through high-quality interactions.
- Parents and carers are very happy with this setting. They report that children have made good progress since attending the setting. They value the support and advice that are offered to parents and describe the childminder and his assistants as 'fountains of knowledge'. Furthermore, they describe communication from the childminder and his assistants as 'impeccable'. Next steps for children's learning are shared in a variety of ways, such as written reports and daily communication. This enables parents to continue to support their children's learning at home.

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 professional development opportunities for assistants to support them to enhance their interactions with children.

Setting details

Unique reference number	2697262
Local authority	Leeds
Inspection number	10375903
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	2 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Meanwood, Leeds. He provides care all year round, from 7.30 am to 4.30 pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. He works with an assistant.

Information about this inspection

Inspector

Emma Murphy-Keen

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 staff and the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.

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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