

Childminder report

Inspection date: 20 May 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

Babies develop strong bonds with the kind and supportive childminder. They regularly reach out to her for nurturing interactions throughout their day. Babies respond positively to the childminder's consistent praise and encouragement. They thoroughly enjoy playing alongside her during planned activities. The childminder has high ambitions for the babies she cares for. She plans activities that carefully build on what babies already know and can do. The childminder knows the skills she wants children to learn before they eventually leave her setting to start at school or nursery.

The childminder has developed strong settling-in procedures. She collects lots of information from parents and carers about their children before they start. This includes children's likes and dislikes, care needs and allergies. The childminder duplicates toys that children particularly like at home to provide familiarity. This helps babies to settle fast as they feel safe and secure in the childminder's care from the start.

The childminder makes accurate ongoing assessments of children's development. She shares these verbally with parents daily. The childminder ensures that she picks up any delays in children's development quickly by cross referencing to development checkpoints. She shares her assessments with parents and signposts them to further support where needed. This helps all children to make good progress at the setting.

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

- The childminder prioritises supporting babies' speech and language development. She comments on what babies are doing. The childminder uses good English language and correct pronunciation during her interactions. She repeats words back to babies to confirm what they have said. The childminder ensures that babies have ample time to think and formulate their words before they respond to her. Babies delight as they sing with the childminder regularly throughout their day.
- The childminder supports babies to be confident learners by promoting their independence skills. She encourages them to make choices, work things out for themselves and keep trying during activities. For example, babies play with jigsaws and posting toys. The childminder ensures that children have enough time to consider and adjust their ideas before stepping in to help. Children work things out for themselves and applaud when they achieve their goals.
- The childminder encourages children to develop a love of reading. Babies enjoy reading a range of stories and information books with the childminder during their day. The childminder carefully describes the images on the page. She

encourages babies to point and name the things they can see in the illustrations. The childminder plans regular visits to the local library where children can access a wider range of books.

- The childminder plans activities that support children's physical development well. She considers her own environment and how she can complement this to meet the needs of the babies that attend. For example, babies enjoy regular visits to play environments where they can access a wider range of equipment to support their large muscle and core strength development.
- The childminder is committed to professional development. She is proactive about improving her knowledge and understanding of child development. The childminder has accessed a wide range of training online and attended early years conferences. She has joined online networks that keep her up to date with current changes and good practice ideas.
- The childminder prioritises developing strong parent partnerships. She keeps parents regularly informed about their children's progress and development. The childminder shares ideas with parents to support their children's learning at home.
- The childminder shares lots of information with parents about their babies' learning and development in her care. However, as yet, the childminder has not developed professional partnerships with the other settings that children attend. This means that there is not continuity of care and learning between all the different settings that children attend.
- Parents highly regard the childminder. They complement her professionalism and appreciate the lengths she goes to support their children and families. Parents report that their babies have developed strong attachments with the childminder. They are thrilled with the amount of progress babies are making in their speech and language development.

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:

- develop professional partnerships with the other settings that babies also attend to ensure they have continuity in their care and learning.

Setting details

Unique reference number	2698831
Local authority	Leeds
Inspection number	10388355
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 1
Total number of places	3
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leeds. She holds a level 3 childcare qualification. The childminder operates during term time, from 8am to 6pm, Monday to Friday. She offers the government funded places for childcare.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language and physical development.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this had on children's development.
- 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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