

Childminder report

Inspection date: 24 July 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

The childminder builds a supportive relationship with the children that helps them to feel safe, confident and secure. Children are motivated and eager to learn and try new experiences. Effective procedures are in place to help children settle when they first start in the childminder's care. In partnership with parents, the childminder finds out about what children can already do and their emerging skills. This helps to ensure she provides good levels of challenge for children. It also helps to promote a consistent approach to learning, both at home and within the childminding setting, through effective sharing of key information.

The childminder gives children lots of positive praise and encouragement. This helps to develop children's confidence and emotional security. The childminder supports children to become more self-aware and independent. She actively encourages children to have a go first themselves before offering support. This approach actively encourages children to persevere at tasks and develop a 'can-do' attitude.

The childminder values children's early attempts at speech and responds with enthusiasm to both their verbal and non-verbal communication. She models language well, repeating words back to them with clear pronunciation. Children show great interest and take great enjoyment in sharing books with the childminder. The childminder responds well to children's curiosity as they explore their image in a mirror in a book and shares in their surprise as their image disappears as they turn the page and repeat this process.

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

- The curriculum is well thought out and supports children in deepening their knowledge and understanding. The childminder introduces the children to lots of new experiences and builds in time to allow children to practise and hone their skills. She plans specific activities of focus to help develop key skills and has various resources to support this.
- There is a strong emphasis on children's communication and language. Children enjoy singing songs and learning action rhymes and show increasingly good recall as they join in. The childminder teaches children new words and their meaning to broaden children's vocabulary. She provides a rich-language environment and regularly talks to babies during everyday routines.
- Children enjoy physical challenges and being active. They develop their hand strength and investigate what happens as they twist, turn, push, and slide buttons, learning to control different actions on toys. They climb on large play equipment and test their balance as they climb up the steps to the slide and balance on the stepping stones.

- They negotiate space well and move their bodies in a range of ways. They develop their coordination skills as they fill, dig, rake and pour, using sand and water. The childminder builds in opportunities for children to develop their hand strength as she recognises the importance of this for later years when it comes to writing.
- Children explore their senses in a range of ways, they enjoy exploring paint with their fingers. The childminder uses language to accompany children's actions, as they 'dip, dip, up and down'. They push their fingers into the sponge and dip the wheels of a car into the paint to roll and make patterns on the paper. When the paper gets wet with paint, they explore ripping the paper with their fingers and feeling the difference between the wetter and the drier consistency. However, the childminder intervenes at this point before allowing them time to build on their natural curiosity as learners in this exploration.
- The childminder has completed various training courses. She reflects on her practice to ensure she is covering the different areas of learning in her planning of activities. Although, there is still scope to further critically evaluate the impact of the curriculum on children's learning and the quality of her provision overall to further build on the existing good practice.
- A regular two-way flow of information between parents and the childminder, helps to ensure partnerships with parents are effective. Parents report that they can see the good progress their children make and how supportive the childminder is in explaining to them how they can best support their child in their learning journey. They praise the settling-in process and the detailed information requested by the childminder in order to settle children in quickly and effectively in line with their needs.

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:

- maintain a consistent approach in allowing children time to build on their natural curiosity, and express their creativity
- build in time to self-reflect on the quality of provision and identify areas for continuous improvement to build on the existing good practice.

Setting details

Unique reference number	2707005
Local authority	Leeds
Inspection number	10392128
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Burley area of Leeds. The childminder is open Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7am until 5.30pm. The childminder has a level 2 qualification in early years.

Information about this inspection

Inspector

Annette Stanger

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 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 the childminder and the children.
- 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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