

Childminder report

Inspection date: 25 April 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children receive an enthusiastic welcome from the childminder and cheers from their friends as they arrive at the childminder's warm and friendly home. They build loving friendships with each other and the childminder. This, in turn, promotes a positive sense of well-being and belonging for children. The childminder is dedicated to ensuring that the children in her care feel safe, loved and nurtured. This supports them to be ready to learn and fully benefit from the learning experiences that she provides for them.

The childminder thoughtfully considers how to plan her provision to meet all children's needs and interests. She provides broad and varied experiences across all areas of learning. The childminder places a strong focus on imaginary play to promote conversation and interactions with children. This helps children to develop their communication and language skills at a rapid pace. She tailors the programme of activities and experiences to support all children to work towards their next steps in development. Children remain highly stimulated as they explore and play. This supports them to develop exceptionally positive attitudes to their learning.

The childminder has very high expectations for children's behaviour. She aims to encourage them to be polite and respectful to others. For example, the childminder models good manners to children and praises them when they display these manners. Children respect the childminder's home and are eager to help her to sweep and tidy up after messy play. They take part in well-planned activities that support them to learn to share and take turns with resources. As a result, children learn how to get on well with others and develop excellent social skills.

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

- Children are enthralled as the childminder reads one of their favourite books about a monster. They squeal with delight as they anticipate the moments when the childminder will tickle them with the monster puppet. Children thoroughly enjoy interacting with the childminder and the story as she reads to them. The childminder ensures that children can borrow their favourite books to share with parents and carers at home. These approaches support children to develop an enjoyment and love of reading and stories.
- The childminder promotes an ethos of celebrating children's own faiths, cultures and backgrounds. This supports children to develop a strong sense of self. In addition, this helps all children to learn about other families and communities who may be different to their own. This develops children's understanding of diversity and appreciation for each other's differences.
- The childminder takes children to forest-school sessions. This provides opportunities for children to learn more about the natural world. They learn new

skills, such as learning how to be safe around a campfire. The childminder takes children on outings to the library, or on a trip on the bus to the city centre to visit the museum. The childminder understands the importance of these experiences to support children to learn more about the world around them and be prepared for their future learning.

- Children learn good self-care and hygiene routines. For instance, the childminder encourages them to find their own belongings and get dressed for outdoor play independently. She supports children to understand that they wash their hands to 'get rid of the germs'. Children help to prepare their fruit snacks. They peel and chop the fruit and share the pieces out between them. The childminder supports children well to be independent and self-assured.
- Parents are complimentary of the childminder and the exemplary service that she provides. They value the flexibility, support and reassurance that she also provides on a personal level. The childminder shares photos of children's daily experiences with parents. She provides regular updates about their progress and development. Parents know the skills and knowledge that their children are learning with the childminder. This helps them to be able to replicate or extend these experiences to support their children's learning at home.
- The childminder is committed to providing a high-quality setting for all children in her care. She works alongside other childcare professionals to learn from and share good practice. The childminder takes part in regular training and professional development activities to extend and enhance her skills, knowledge and setting. This ensures that children continue to receive excellent care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2717265
Local authority	Leeds
Inspection number	10388601
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the West Park area of Leeds. She operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She offers government-funded childcare for children aged between nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views on the childminder's setting with the inspector.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The childminder provided the inspector with a sample of key documents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025