

Childminder report

Inspection date: 15 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

The childminder places a high priority on children's health and well-being. For example, children take part in daily exercise and stretching. Through this, she helps children to notice the changes exercise makes to their bodies. She provides nutritious, wholesome foods, which are home cooked. The childminder cooks with children. She ensures that all can join in preparing food. For example, she parboils carrots so that younger children can chop with safety knives. This helps children develop their understanding of food and take responsibility for their own safety and supports their developing hand strength.

The childminder finds out what children like and can do as they start her setting through discussions with parents. From this, she plans the curriculum to progress children's learning over time. The childminder shares assessments with parents and seeks their views to support her planning. The childminder has a clear idea of what she wants children to learn. She adapts the curriculum for individuals, building on children's strengths, interests and next steps. This helps children maintain concentration and be keen to join in with activities. Younger children are excited to join in with older children's projects. The childminder has high expectations of children's behaviour. She models respectful behaviour and active listening. This helps children to follow her good example. As a result, children's behaviour is very positive in the setting.

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

- The childminder promotes children's speaking skills very effectively. She repeats back children's talk to help them hear correct English and to extend their sentences. She talks to children about projects and introduces advanced language, such as planets' names. These experiences help children to become confident in speaking and asking questions and to develop their listening skills.
- The childminder reads regularly to children. She takes them to story time at the library. She asks children questions about what happened in books to help them remember and develop their understanding of stories. The childminder helps some children remember sounds that letters represent when they show an interest in the alphabet. These experiences help children start to develop early literacy skills.
- The childminder provides lots of opportunities for children to develop their physical skills. For example, children build hand strength and dexterity using play dough, crayons and pipettes to squirt water. Children develop their large muscles as they climb at the park or perform star jumps as part of their daily exercise. These experiences help to develop children's physical skills, confidence and enjoyment in moving and exploring.
- The childminder teaches children to say numbers in sequence and helps them to

learn to count out objects as she plays alongside them. For example, in the play shop, she asks for three lollipops and two lemons. Children learn shape names as they play together with the play dough, for example rolling a ball. The childminder tells children it is round and it is a sphere. However, the childminder does not consistently provide chances for children to explore measures, such as weight.

- The childminder encourages children to develop independence skills, such as putting their shoes on and wiping their own nose. She intentionally plans trips so that children can meet new people. Through this, the childminder reassures and supports children as they learn to play with others, take turns and wait. She supports children in trying again when they have made a mistake. These opportunities help children to take responsibility for their own personal care, develop important social skills and resilience.
- The childminder assesses risks and plans carefully when she takes children on outings. She teaches children road safety and when it is important to hold onto the pram. The childminder sometimes uses digital technology with children. She is aware of online safety and supervises children carefully. She occasionally speaks to parents about potential concerns that could arise while children are using the internet. The inspector agrees with the childminder that there is scope to provide more opportunities for children to use technology and learn about internet safety.
- The childminder evaluates the setting's strengths and identifies areas to develop further. This includes seeking feedback from parents. She attends training courses on themes, such as safeguarding and autism. This ensures that she stays up to date and can prioritise the well-being of children in her care.

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 a wider range of mathematical opportunities for children, including measures, such as weight
- develop chances further for children to use technology and learn about internet safety.

Setting details

Unique reference number	2731560
Local authority	Leeds
Inspection number	10399017
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 6
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in May 2023 and lives in the Micklefield area of Leeds. She is a qualified teacher. Openings times are from 7.15am until 5.30pm, Mondays, Wednesdays, Thursdays and Fridays, all year round, excluding bank holidays.

Information about this inspection

Inspector

Ruth Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- 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 spoke to parents during the inspection and took account of their views.
- 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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