

Childminder report

Inspection date: 2 July 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 are supported to develop the skills needed to promote their emotional well-being. Their behaviour reflects the childminder's passion and care for early years. The childminder is attentive. Her patience is prevalent in all she does throughout activities and care routines. Time is taken to explain and narrate play. Children seek reassurance and comfort when needed. They express love for the days when they are at 'Hellybeans' childminding to play. Children feel safe and secure.

Relationships are positive. Children comfort each other when becoming anxious at nappy-changing times. They hold each other's hands and giggle while being tickled. The childminder has an in-depth knowledge of children's individual care needs. She is always sensitive to children's emotional well-being. Children's characters are celebrated, and they are confident from an early age. This ensures that children grow at impressive rates in their personal development.

Children thrive in their progress from their starting points. Aspiring curriculum aims support children to excel in their communication skills. Communication is clear and supports children to copy and learn new sounds and words in speech. The childminder tests children's understanding effectively with careful questioning. She allows time for children to process thoughts and respond. Children engage well in discussions with others. Children with early speech skills use gestures and mimic language along with single words. Such skills prepare children to transition on to future learning with confidence.

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

- Teaching is exceptional. The childminder's understanding of the early years foundation stage is strong. This informs a robust curriculum promoting positive outcomes in social, language and physical development. Children overcome barriers to learning, such as sharing. They play cooperatively from a young age, sharing puzzles and kicking footballs. The childminder reviews children's progress regularly. Children achieve next steps of learning at advanced paces.
- Children are confident speakers. They share a love for books and singing. Stories are read with enthusiasm, and children engage with discussions about illustrations. They display early conversation skills as they recall past events that relate to the stories. The childminder introduces new words in context, such as 'enormous' and 'tiny'. Children display advanced understanding skills. They are strong communicators.
- Interactions are intentional and purposeful. The childminder builds on children's current skills effectively. She appropriately challenges them by planning purposeful activities, such as water play for children who are anxious about

getting wet, and with limited buckets to encourage turn taking. Children push themselves outside of their comfort zones with support and reassurance. They display a sense of achievement when overcoming new targets. Children are resilient and face challenges with confidence.

- Children behave well. They show a deep understanding of emotions. The childminder helps them to regulate their own emotions and can identify their own feelings, such as being 'sad' or 'happy'. Children listen to instructions and support each other with tidying up books and jigsaws when asked. High expectations of good behaviour are embedded into the children's day. Children are respectful and caring.
- Children are independent. They display a strong sense for being self-sufficient in play and care routines. Children wash their hands before meals, use the toilet and feed themselves independently. Tailored support from the childminder aids children to put shoes and coats on for outside play. Children fasten raincoats and put wellies on by themselves, displaying heightened physical skills.
- Parent partnerships are strong. Children settle in at impressive rates. Communication is effective via newsletters, apps and verbal feedback. Parents feel supported. They praise the genuine compassion that is given to promote overall well-being of children and their families. Children benefit from a coherent learning experience. Parents are involved in the planning of next steps of learning through parents' evenings. A culture of connection and being inclusive promotes positive outcomes for all children.
- The childminder demonstrates clear and consistent leadership. She balances her role effectively, supporting the well-being of the children in her care and herself. Learning is planned well. Special days to the beach, parks, woodlands, farms and local community enrich learning experiences for children.
- Equality and diversity are celebrated well. The childminder places a strong emphasis on being inclusive. She teaches children about differences and similarities of people and their worlds. Children explore culture and race through age-appropriate activities and discussions. They are inquisitive and show an openness to diversity. Children build a strong sense of self and who they are in a community.
- Training aids the childminder's professional development. Outcomes for children are enhanced by new skills and knowledge, such as supporting children under the age of two, safeguarding and community updates.

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	2738789
Local authority	Leeds
Inspection number	10405817
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leeds. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Charlton

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 her early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke with the inspector during the inspection.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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