

Childminder report

Inspection date: 1 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

This passionate and incredibly experienced childminder is dedicated to providing the highest quality of care and teaching for children. Children form wonderful bonds and respond positively to her warm and supportive nature. They behave well as they mirror the actions of the childminder, who is an excellent role model. Children are very happy in this setting. The childminder is incredibly attentive to children's individual needs. She seeks to give them the skills they need to be independent and ready for school. Children's well-being is paramount, and they develop an excellent sense of self. The childminder values and celebrates children as individuals, which helps to shape their character. The childminder's curriculum is securely and consistently embedded. Her interactions are of high quality. The childminder expertly questions children, giving them time to think and process the information before responding. The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and by sustaining high levels of concentration.

Even from a very young age, the childminder gives children the chance to make choices. Children have easy access to resources and chose what they want to play with and which books they would like the childminder to read and have the option to free flow between indoors and outdoors. The childminder encourages children to use their voices, which they do because they know their thoughts and feelings will be heard and respected. Children express their likes, dislikes and interests. The childminder uses this information to plan a curriculum that children enjoy. For example, when children enjoy playing with dolls, the childminder extends their play. For example, she encourages children to use their imaginations to become teachers and the dolls become their pupils. The childminder expertly uses this opportunity to add resources, such as chalk boards, to promote children's next steps of developing their fine motor skills to help with early writing.

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

- The childminder completes detailed assessments of children's development by working together with parents and carers. She plans high-quality interactions and activities to help children to make excellent progress.
- At every opportunity, the childminder's first-rate teaching supports children remarkably well. She makes the most of all opportunities to teach children. For example, the childminder expertly weaves mathematical language into all areas of learning to give children a firm understanding of mathematical concepts. As children make marks with water on the wall, she asks them if they can draw a circle, followed by a 'bigger' circle, a 'smaller' circle and a 'higher' circle.
- The childminder expertly supports children's communication and language skills.

She develops children's vocabulary by continuously modelling language and narrating on their actions. The childminder extends toddlers' sentences by adding new words as she repeats them back to them. The childminder has numerous conversations with children, which help them to be articulate and become confident communicators.

- The childminder places a great emphasis on story time to build children's love of reading. She takes children on trips to the library, and children help to choose books to borrow from the library. The childminder chooses books for specific purposes. She links books with topics or that relate to children's next steps in learning. For example, the childminder links numeracy puzzles of bees with books about bees and sets up areas about minibeasts with books about insects. This helps to develop children's literacy skills.
- Children are highly motivated and are very eager to join in, share and cooperate with each other. They have consistently positive attitudes to their play and learning. As children play with slices of fruit in a large tray, they patiently wait and take turns using the juicer and pestle and mortar. Children show high levels of respect towards others and are caring towards their peers. Older children help younger children to turn on the tap, so they can fill their bowl with water to add to the sand.
- Children often visit parks, farms and museums. The childminder helps children to learn how to be kind and look after living things, such as they feed birds in the garden. She supports children to develop their knowledge across all areas of learning. Children develop their social skills with numerous opportunities to socialise, including taking part in events, such as a sports day that is organised alongside other childminders.
- Partnerships with parents are exemplary. They truly appreciate the family-feel approach and the wider support that the childminder provides. The childminder individually tailors settling-in sessions to suit the family. She builds secure foundations and offers advice to families to help children to reach their full potential.
- The childminder fully prepares children for life in modern Britain. Children enjoy taking part in exploring many celebrations from different cultures and religions. They visit city centre food markets with the childminder, where they have the opportunity to purchase and taste different foods from around the world.
- The childminder understands the importance of keeping up to date with changes in early years and refreshes her professional knowledge regularly. In her pursuit for excellence, she networks closely with other childminders to share ideas and extend her practice even further.

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	2746067
Local authority	Leeds
Inspection number	10405863
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Morley, Leeds. She operates all year round, from 7.45am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector around 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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on 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.

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