

Childminder report

Inspection date: 14 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

Children thoroughly enjoy their time at this calm and nurturing childminding setting. The childminder develops lovely bonds with the children. They seek her out for comfort and reassurance and are keen to share their thoughts and ideas with her. Strong relationships are also forged with the parents and families who attend. Lots of information is shared with parents about what their children are doing at the setting. These meaningful relationships help children to feel very safe and secure in her care. The childminder consistently acts as an excellent role model. Children follow her lead and show kindness and care to their friends. They are keen to help with tasks, such as tidying up, and they enjoy playing and sharing together throughout their day.

The childminder knows the children exceptionally well. She sets clear and ambitious goals for the skills they need to develop before starting school or nursery. She carefully plans learning programmes that reflect each child's personal interests and skilfully threads learning through these interests. She uses accurate assessments to design activities that build sequentially on what children already know and can do. She routinely checks their understanding and revisits activities to ensure they consolidate and secure their new skills. Children make good progress at this setting.

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

- The childminder fosters a love of stories by reading regularly with children and taking them on frequent library visits. Children independently access a wide range of books throughout the day. They draw on their reading to create imaginative stories and characters in their role play. They use information books to explore topics that interest them, ask questions and deepen their understanding.
- The childminder offers rich opportunities for children to express themselves creatively. Children perform, explore different art media and build models using recycled materials. They mould clay and work together on large-scale projects, such as collages and puppet theatres. These activities strengthen their fine motor skills and promote collaboration and teamwork.
- The childminder teaches key skills such as independence, communication and problem-solving effectively to help prepare children for school or nursery. However, she has not yet established procedures to share information with other settings that children attend or will move on to. This means children's learning and development are not consistently supported across all settings.
- The childminder supports children's communication and language development. Children engage in many conversations with her throughout their day. They are given time to think and formulate their thoughts before answering. The

childminder teaches the children to use sign language to support them to communicate. They regularly sing nursery rhymes and enjoy stories and listening walks in the natural environment.

- The childminder places high importance on promoting children's emotional well-being. She supports them to recognise and understand their feelings by talking through situations and giving simple, clear explanations. Children learn to manage their 'big' emotions and develop strategies to cope with how they feel.
- The childminder provides regular opportunities for children to develop their large muscles and core strength through activities, such as visits to the park and using large play apparatus. These experiences support children's physical development and coordination. However, the childminder does not yet support children to assess or manage risks for themselves, which limits their ability to build confidence in making safe, independent choices during active play.
- The childminder is committed to professional development and her continued improvement. She keeps her knowledge of child development up to date through personal research, training and her local networks. She has plans to complete forestry training and specialist training to support children with special educational needs and/or disabilities.
- Parents speak very positively about the childminder. They describe her as caring, professional and nurturing. They report that their children are happy and safe and are making great progress, especially in speech and fine motor skills. Families value her regular updates and flexibility. Parents feel listened to and respected.

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:

- establish effective communication and information-sharing procedures with other settings to develop a consistent approach to supporting children
- enhance opportunities for children to assess and manage risks during active play to support their confidence and independence.

Setting details

Unique reference number	2759067
Local authority	Leeds
Inspection number	10410572
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	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in December 2023 and lives in Cookridge. She operates all year round from 7am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. She offers government funded places for childcare.

Information about this inspection

Inspector

Clare Bligh

Inspection activities

- 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, with a particular focus on communication and language and learning outdoors.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- 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 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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