

Childminder report

Inspection date: 22 January 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 are extremely happy and settled in the childminder's care. They excitedly explore their environment and independently access the resources. They show that they enjoy learning and are keen to engage with the childminder and the learning opportunities she provides. The childminder demonstrates caring and nurturing interactions with the children. They show strong attachments to the childminder as they cuddle into her and seek reassurance. Children mirror these contacts as they cuddle their dolls as they care for them.

Children's learning is closely monitored. The childminder uses an online application to track children's progress. She observes children in their play to focus on the skills they are developing and those they need to build on. The childminder shares her findings with parents to keep them updated about their child's development. Her focused assessments and targets enable all children to make good progress in their development.

Children display excellent behaviour, following the childminder's gentle guidance and instruction. They interact well with their peers, encouraged by the childminder to play nicely and share. Their social development is further enhanced through regular interactions with others at local playgroups.

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

- The childminder uses her knowledge of the children and their starting points to plan a curriculum which focuses on their next steps and their interests. She knows the children very well. She organises the environment and the routine of the day to ensure children have opportunities to experience new things. For example, children occasionally access public transport during outings.
- The childminder places a strong emphasis on promoting children's communication and language skills. They benefit from a language-rich environment. She uses ongoing dialogue, repetition and sensitive correction of mispronunciation to extend children's speech. The childminder uses basic sign language to enable children to express themselves and be understood. She supports all children who require any additional input to make good progress in their language development. As a result, children are confident communicators.
- Children's mathematical development is securely promoted. Young children are able to count alongside the childminder and alone as they go about their play. They are regularly exposed to a range of mathematical language as they build high structures and make size comparisons.
- The childminder acts as a positive role model for children. Children copy her use of good manners and receive praise for this. She contributes to their developing self-esteem and confidence as she encourages them to persevere with tasks and

celebrates their accomplishments alongside their peers.

- Children's physical development is promoted well. They have opportunities to balance and jump. They are encouraged to follow action songs as they move and dance. They practise their balancing skills as they move across the beams and stepping stones, encouraged to stretch and keep still. The childminder provides healthy snacks for children, however, mealtimes are not given the same regard. There is a reliance on processed food, which the childminder states follows children's preferences.
- The childminder supports children to manage tasks for themselves. She encourages them to put on their shoes and wipe their faces after food. Children climb into their chairs ready to eat and confidently feed themselves. This contributes to their developing independence skills and prepares them for moving on to school nursery.
- The childminder seeks feedback from parents, She discusses good practice with other childcare professionals to inform her practice. She has begun to consider her own training needs, however, she has not yet fully sourced training to support her practice further.
- Parents show extreme satisfaction with the care and learning provided to their children. They value the progress their children are making and the regular communications from the childminder. They know the areas the childminder is focusing on to promote children's development. This enables them to work on this at home and support children's ongoing learning.

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:

- review food given to children to minimise the use of processed products
- strengthen plans for continued professional development to focus more closely on enhancing the already good quality of teaching to help children make even better progress.

Setting details

Unique reference number	2770421
Local authority	Leeds
Inspection number	10382729
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 12
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Bramley, Leeds. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has completed a relevant childminding course. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to the children and the childminder during the inspection.
- The inspector spoke with parents and took account of written feedback.
- The inspector observed the interactions between the childminder, her assistants and children.

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

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