

Childminder report

Inspection date: 29 April 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children make rapid progress at this inclusive and outstanding childminding setting. The inspirational childminder has high ambitions for the children that attend. She plans learning programs that are specifically tailored to children's individual stages of development. The childminder reflects children's unique interests in her plans. She completes accurate and ongoing assessments to ensure that she swiftly identifies any gaps in children's learning and development. Children are joyful and deeply engaged in the childminder's planned activities. They demonstrate excellent attitudes to their learning. Children are consistently motivated to learn and understand more.

The childminder puts children's emotional well-being and happiness at the heart of everything she does. She has developed wonderful and nurturing bonds with children. Children seek her out for comfort and reassurance through their day. For example, children nestle into her and stroke her arm while they read familiar stories together in the well-organised garden.

The childminder's highly effective settling-in procedures enable her to gain a thorough understanding of children before they start. She carries out home visits to forge excellent parent partnerships early on. This is followed by regular and meaningful discussions with parents and carers about their children's progress. This helps the childminder to build an accurate picture of children's ongoing and current levels of understanding. Children learn a repertoire of skills that support them to move on to school or nursery with confidence.

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

- The childminder consistently encourages children to be self-sufficient and independent. Children proudly and successfully manage their personal needs. They are competent at eating with cutlery at mealtimes and confidently put their things away when finished with. The childminder ensures that children secure the new skills they learn by repeating activities and adding further challenges when children are ready for these. Children demonstrate high levels of self-esteem and pride when managing things for themselves.
- The childminder expertly supports children's communication and language development. She places a high value on supporting children to widen their vocabularies. The childminder uses a range of effective strategies to support this learning. For example, children enjoy singing familiar nursery rhymes and joining in with well-known rhymes. The childminder introduces new vocabulary, such as 'stethoscope' and 'hydration', during children's play. She uses hand gestures to support children's understanding and repeats new words in a range of contexts. Children then use these new words independently in their play.

- The childminder is passionate about providing a wide range of stimulating activities that support children's mathematical development. Children show the inspector how they can make calculations, such as 'one' and 'two more'. They confidently order three-dimensional numbers up to 20, and use positional language to explain where things are. Children confidently describe things according to their size, weight and shape. The childminder consistently weaves mathematical language into her interactions with children throughout the day.
- Children have many opportunities to express themselves and to develop their unique characters. They know their voices are heard and their ideas are respected. For example, children tell the childminder their exciting ideas during their play. They are confident to speak to visitors and tell them about the range of trips they have enjoyed with the childminder.
- The childminder is committed to professional development and continuous improvement. She has undertaken a wealth of personal research to keep her knowledge of child development up to date and has undertaken training programmes to strengthen specific aspects of her practice, including supporting children's language and mathematical development. This has directly impacted on the progress of children who attend. She works with a network of childminders, with whom she shares best practice.
- The childminder has developed robust professional partnerships with the local nursery where children also attend. She ensures that children experience continuity in their learning by following up their learning from nursery in her setting. The childminder works alongside professional partners to support children with developmental delays. She shares relevant information with children's receiving schools to ensure that they move on to their next stage in their learning with confidence.
- Parents cherish their relationships with the childminder. They are highly complimentary. They describe the childminder as 'amazing', 'supportive' and 'very professional'. Parents report that their children have made excellent progress in her care. They comment on how much their children's speech and language has improved. Parents appreciate the wealth of ongoing information they receive about their children's learning, development and progress. They particularly treasure the number of trips and visits their children experience in the wider community and beyond.

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	319955
Local authority	Leeds
Inspection number	10392513
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 August 2019

Information about this early years setting

The childminder registered in 1993 and lives in the Churwell area of Leeds, West Yorkshire. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector
Clare Bligh

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 their 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 the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke to several 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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