

Childminder report

Inspection date: 9 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children, all under three years of age, develop secure attachments to those who care for them and enjoy regular cuddles and warm interactions. This helps them to settle, play happily and feel emotionally safe and secure. Children enjoy helping with tasks that promote their independence skills, such as setting the table for snack time. They are familiar with the childminder's consistent daily routines that help them to learn about keeping themselves safe and healthy. For example, children enjoy fruit at snack time, learn to wash their hands before eating and readily access their bottle of water. They learn why they need to have sun protection cream applied and keep their hats on while playing outside in the sunshine.

The childminder plans generally effective educational programmes. This helps children to make good progress in relation to their developmental stage on entry and gain some key skills in readiness for going to school. For example, children develop important physical skills. They carefully negotiate the sloping driveway while riding wheeled toys. Children fill and pour using utensils during exciting water play. They use large circular movements while making marks with chunky chinks and paintbrushes dipped in water. Children develop important social skills, such as sitting and eating together at the table and using good manners. The childminder sets good behavioural expectations. For example, as children join in with activities together, they start to learn how to share resources.

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

- The childminder has strengthened her curriculum since the last inspection, overall. She has worked closely with her local authority and completed further training, alongside her key assistants. She now has an increased understanding of what she wants children to learn and how she will teach this and improved the quality of her interactions.
- Children freely explore and are particularly motivated and engaged during adult-led activities. They have ample fun learning how the water wheel works and creating bubbles. However, as children lead their own play, the learning environment does not consistently align with younger children's interests and their developmental stage to engage them to the highest level. Similarly, the utensils used by younger children to chop up their bananas are too advanced.
- Children attempt to join in with songs as they wait for their snack. Adults constantly communicate with children, introducing new words and modelling language. This helps to build on children's communication skills. Children also enjoy listening to engaging favourite stories, such as that about a tiger who came to tea. Older two-year-old children finish the sentences, showing impressive recall. However, children do not have ready access to enjoy books.

- Children receive gentle reassurance and a cuddle when they struggle to regulate their emotions, for example, while learning to take turns with a popular toy. They hear language that reinforces positive behaviours, such as being kind and not snatching things off of their friends. Children develop confidence and self-esteem when they receive praise and encouragement, for instance, as they help to tidy up.
- Children giggle as they observe and copy actions, such as wiggling their fingers in the water to create more bubbles. They inquisitively transport water and learn about simple mathematical concepts, such as 'big', 'small', 'full' and 'empty'.
- The childminder introduces media, such as shaving foam, to encourage children to explore using their senses. She enhances children's fun and enjoyment by modelling play and describing how this feels. Children giggle as they feel the smooth and silky texture on their feet and hands.
- Through continuous observations and assessments of children's progress, the childminder identifies and supports children identified with a developmental delay. She works closely with parents and other settings children attend to promote continuity in such children's care and learning.
- As many parents do not have transport, the childminder provides a drop-off and collection service. Without this, many children would not be able to access and benefit from attending an early years provision. Parents share highly complimentary views.
- Parents receive feedback about their children's care, progress and how they can support this at home. However, where a family speaks English as an additional language, information-sharing is not precise enough in optimising children's development of speech.

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:

- strengthen the curriculum for younger two-year-old children so that daily routines and the learning environment support their focus, stage of learning and interests more consistently
- increase opportunities for children to independently access books to strengthen the curriculum for children's communication and language
- extend partnership working with parents to assess and accelerate children's development of speech, particularly those who speak English as an additional language.

Setting details

Unique reference number	320107
Local authority	Leeds
Inspection number	10365541
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	0 to 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	16 July 2024

Information about this early years setting

The childminder registered in 1996 and lives in the Beeston area of Leeds, West Yorkshire. She works with two key assistants. Of whom, one works full time. The childminder has two other assistants registered to provide back-up care as, and when, required. The childminder operates from 7am to 5.30pm, Monday to Thursday, and from 7am to 5pm on Fridays. She works all year round, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The inspector held discussions with the childminder to understand how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The childminder and the inspector regularly discussed the activities and care routines taking place and the interactions between children and the childminder's assistant.
- The inspector spoke to children, the childminder's assistant and a parent during the inspection. The childminder shared written feedback from parents with the inspector.
- The childminder shared documents, such as those related to continued professional development.

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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