

# Childminder report

---

Inspection date: 24 February 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children receive a positive start to education. The childminder successfully creates a safe space for children to play and learn. Children are happy, feel secure and are well cared for. With the childminder's support, they confidently explore the playroom. Children show excitement when their favourite toys, such as picnic baskets and babies, are offered to them. Role-play areas, such as dentists, food vans and theatres, provide children with lots of opportunities to learn to pretend play, to express their own ideas and to develop their imaginative and creative skills.

Children learn how to share with one another. They form friendships from an early age and behave well. Children are offered support to resolve any minor conflicts through communicating their needs and wants. Children learn about what makes a good relationship. Interactions between the childminder and children are very positive. She is a good role model. This helps children to learn how to manage their own emotions. As a result, children show empathy and support each other, for example helping with care routines, play ideas and praising one another.

Children regularly go on outings. They visit local parks, soft-play centres and meet other childminding groups. They become a part of a wider community with both peers and familiar adults. This helps children to grow in confidence and develop their personal, social and emotional skills in readiness for their transition to school.

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

- Children are willing and enthusiastic learners. They are keen to engage in a range of well-planned activities that reflect children's current interests and ideas. These are often linked around a theme, such as oral hygiene. During a dentist role-play activity, for example, the childminder skilfully helps to develop speaking and listening skills and extend children's vocabulary. Children respond positively to the childminder's questions. They eagerly contribute their own ideas and chat at ease with the childminder as they recall past events personal to them.
- Through her observations, the childminder carefully reviews what children know and can do. This helps her to plan activities that aim to build on this to good effect. However, this is more effective in some areas of the early years curriculum than it is in others. This means that, sometimes, learning does not build consistently well on what children already know and can do or reflect what they need to learn next.
- The childminder has established good working relationships with other professionals, such as health visitors and speech and language therapists. This helps to ensure she provides effective support for children with additional care and learning needs, including those with special educational needs and/or disabilities. Children receive the tailored support they need to help them

overcome their particular barriers to learning and make good progress as a result.

- The quality of support offered to children is further enhanced by the effective partnerships established with parents. For example, when children first join, well-tailored settling-in sessions, along with two-way sharing of information about what children know, can do and need to learn next, help children's learning to get off to a good start. Support and guidance are offered readily to parents in areas they find challenging, such as toileting, eating and drinking. Parents acknowledge that the childminder is 'inclusive and caring'.
- Through effective role modelling and clear instruction, the childminder encourages children to learn healthy habits from an early age. For example, children learn why it is important to wash their hands before they eat. Activities linked to learning about the importance of good oral hygiene, such as brushing routines, are cleverly weaved through activities provided, including role play. Children learn to use a safety knife to cut grapes for a snack. They show good table manners and use their own cutlery when eating their lunch. This helps to successfully build children's physical and emotional well-being along with their independence skills in readiness for school.
- Professional development is central to the childminder's practice. She regularly reviews what further changes can be made within her environment to further improve her support for children and their families. She undertakes training to keep her practice and knowledge of the early years requirements up to date. She is passionate about her role, reflecting her genuine willingness to make a positive impact on those around her.

## 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:**

- ensure that what children are intended to learn from planned activities is consistently clear across all areas of the early years curriculum.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 320841                                                                            |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10371643                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 23 May 2019                                                                       |

## Information about this early years setting

The childminder registered in 1997 and lives in Leeds. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jade Charlton

## Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 their 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025