

Childminder report

Inspection date: 12 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates extremely strong bonds with children. She knows, and is sensitive to, children's individual emotional needs and well-being. This is due to the strong settling-in procedures with families and children. All children are highly confident and flourish in the care of the childminder. Children are highly motivated learners. The childminder is an excellent role model for children to learn from. She consistently teaches children about the impact of their behaviour and has high expectations of them. All children are keen to help others and demonstrate wonderful kindness to each other. For example, they check on sleeping babies and ask if they can rock the pram to help them sleep. This helps to build children's emotional well-being.

Children's curiosity is instantly sparked by the stimulating and carefully considered activities created by the childminder. She knows the children's interests and needs well, which helps her to embed the curriculum into children's learning. The childminder builds on the children's knowledge and understanding of the 'Stick Man' story by helping them to collect suitable sticks to create their own stick man. Children develop their fine motor skills as they tie the arms using string. They count how many animals are in the story and decide if they require long or short sticks. Children use props and puppets to recreate the story with excitement. This helps children to make wonderful progress in all areas of learning and development.

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

- The childminder implements an effective curriculum, which provides children with the skills and knowledge that they need as they move onto their next stage in education. She has a strong understanding of how children learn best. She plans interesting activities based around children's interests. Although children are making good progress in their learning and development, at times, the childminder does not target her support to focus on what each child needs to learn next as they play. This means that younger children sometimes lose interest and move on to another activity.
- The childminder supports children's communication and language well. Storytelling is exciting, and the story is threaded into other activities, such as crafts, role play and curiosity trays. This enables children to further understand the context of the story and embed the meaning of words. This helps children to make good progress in their speech and language development.
- The childminder supports children from a young age to develop their independence skills. They pass each other their drinks bottles or place them on the table for snack. The childminder encourages children to make independent choices in what they wish to play with. Children use cutlery that is appropriate

for their age and stage of development. This provides children with important life skills.

- Children freely use mathematical language in their play. The childminder seamlessly includes mathematics into all areas of learning. For example, children count the family members in their story, find the corresponding numbers in a box and count the birds in the garden. This provides children with a base knowledge of mathematics on which to build and develop in their future learning.
- Relationships with parents are strong. Parents speak highly of the childminder, the nurturing care she provides and the close bonds children form with her. The childminder regularly shares information about children's routines and development. Parents comment on how this effective communication keeps them well informed about their children's progress. The childminder engages well with families from the start. She gathers detailed information regarding children's early experiences and considers this when planning their learning and routines.
- Children enjoy accessing the outdoor areas, which are carefully resourced to enable children to maximise their learning outdoors. The childminder teaches children to care for the birds by providing seeds and food. She points out the different birds to the children then matches them to pictures of birds in a book. This enhances children's understanding of the wildlife around them.
- The childminder teaches children how to be healthy. For example, children wash their hands before eating and after personal care routines. They practise brushing on laminated teeth and know what foods are healthy and which are not. Children have regular, daily opportunities to play outdoors in the fresh air.
- The childminder ensures that her skills and knowledge are up to date through regular training. Peer support is provided by other childminders who work closely with the childminder and can offer support, advice and guidance when needed.

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:

- provide children with the highest levels of challenge during activities, so that they continue to make more rapid progress towards their next steps in learning.

Setting details

Unique reference number	EY233099
Local authority	Leeds
Inspection number	10371645
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 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 2002 and lives in Yeadon, Leeds. She operates her childminding provision from 7am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that these were having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the childminder with the inspector.
- 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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