

Childminder report

Inspection date: 5 June 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

Children are happy and safe. They form close and trusting bonds with the childminder. Parents comment on how well their children have settled in. The childminder comforts children on arrival if they are feeling a little upset.

Children are awarded with 'wow moments' that celebrate their individual achievements. These are displayed on the wall and shared with parents. Children also celebrate their friend's achievements. For example, when children put on their coats independently for the first time, everyone cheers in delight. The childminder is clear on her behavioural expectations. She gently encourages children to take turns. Consequently, children are beginning to show high levels of respect for each other. Children declare, 'I have an idea' as they find additional toys for children to play with.

The childminder develops a curriculum around children's interests. These are embedded into a range of learning opportunities. For example, the childminder plans a range of activities around the current interest of insects. This helps to engage children and maintain their attention for longer. The childminder uses assessments effectively to identify children who may require additional support. She has a good understanding of child development and how to seek specialist support if necessary.

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

- Children become engrossed in their play. They engage with activities for long periods of time. For example, the childminder continues the theme of bugs outside. Everyone works together to explore the garden and look for bugs. Care is taken to ensure that all children can join in.
- Children's communication and language skills are generally well supported. The childminder uses a range of language. She uses words such as 'shiny' and 'squishy' in play and asks questions to develop children's language further. However, the childminder does not plan activities well enough, particularly when her assistants are taking part in an activity together with her. For example, they talk over each other. This means adult language interrupts the flow of discussion. Additionally, children do not know who to listen to or answer first.
- Children are beginning to learn about the world around them. The childminder teaches children about a range of festivals and celebrations. For example, children learn about Chinese New Year and Eid. Children enjoy joining in with an activity video through the television. They take great enjoyment in singing 'hello' in a range of other languages.
- The childminder makes some attempts to support children's early understanding of mathematics. For example, she supports children's understanding of length.

On other occasions, numbers are hidden in the messy play to introduce number recognition. However, she does not use these interactions to deepen children's understanding of numbers. The childminder does not correct children when they count objects incorrectly. This means that children do not consistently have rich experiences to count and do not hear the correct number sequences.

- Children are learning to be independent and know the routines well. They confidently put on their own shoes, coats and waterproof trousers. When they return from outside, they confidently carry their shoes back through the house and put them in the designated space. Children are taught about good hygiene practices. For example, they are supported to wash their hands when they come in from outside because they have been touching bugs in the garden.
- The childminder is constantly reviewing her practice. She regularly discusses potential changes with her assistants to ensure that they are working together. The childminder encourages her assistants to complete a range of training with her to ensure that their knowledge remains up to date. She is in a network with other childminders, which allows her to share good practice.
- Parents are very happy with the childminder and would recommend her to others. They describe the childminder as a 'home-from-home' and feel their children are safe. They say children flourish and value the support they receive, for example, with toilet training. The childminder communicates with parents through daily diaries to ensure that they know what their children have been doing throughout the day.

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 adult interactions to ensure that children have greater opportunities to develop their communication and listening skills
- develop the curriculum around mathematics to build further on opportunities that arise during everyday routines and activities.

Setting details

Unique reference number	EY249193
Local authority	Leeds
Inspection number	10392927
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 10
Total number of places	12
Number of children on roll	22
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in the Kippax area of Leeds. She operates Monday to Friday, from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder works with an assistant and offers the government funded places for childcare.

Information about this inspection

Inspector

Amy Whiting

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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