

Childminder report

Inspection date: 5 February 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 settled and confident in the childminder's care. They have access to a wide range of resources that capture their interests. This means children make choices about their learning. They enjoy uninterrupted, independent play where they can follow their own ideas and develop imaginative play. For example, older children develop narratives based on their favourite characters from books and television. Children also benefit from trips off the premises where they experience their community and learn about the wider world. As a result, children make good progress in all areas of learning.

Children demonstrate strong relationships with the childminder and other children. They build relationships in a wider social group when they meet other children and childminders at soft-play centres and during trips. Children have good social skills and are keen to share their play and learning with visitors. For example, they ask visitors to join in with their favourite stories. Children behave well because they receive age-appropriate guidance from the childminder that helps them understand rules and boundaries.

Children begin to understand why good hygiene is important and become independent in self-care ready for the eventual move to school. They build on their physical skills when they use large play equipment in the park. They laugh when they talk to the childminder about splashing in the muddy puddles that appear when it rains. The youngest children are keen to demonstrate how they jump with both feet into puddles.

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

- The childminder completes accurate assessments of children's progress. She discusses any emerging gaps in their development with parents so that they can seek advice from relevant professionals. The childminder uses the information she gathers to plan a curriculum that takes into account children's interests. In the main, the activities the childminder provides support children to make strong progress towards their next steps in learning. However, she does not always challenge more-able children to extend their knowledge and ensure they make the best possible progress.
- The childminder promotes children's communication and language skills well. She encourages conversation throughout activities. Children learn to listen to each other. The childminder encourages the youngest children to repeat familiar phrases and models language so they can hear words pronounced correctly. She introduces new words to extend older children's vocabulary, such as 'stingray' and 'puffer fish'. The childminder reminds children about the 'terrapins' and 'lobsters' they saw during a recent outing.

- The childminder promotes children's love of books and reading. She shows young children how to treat books with care, to hold them the right way up and turn the pages. During stories, the childminder pauses so children can repeat familiar phrases, such as 'There's a shark in the park!'. She encourages children to explain what they can see in the pictures. The childminder introduces early mathematical concepts when she shows children that the shark's teeth and fins are shaped like triangles.
- Children develop early writing skills. They enjoy using pencils, brushes and paints to make patterns. They mix colours, and older children add detail to their designs using cotton buds. However, the childminder does not fully support children to make connections in their learning and consolidate what they already know. For example, she does not help them make the link between their paintings of starfish, the book they have read about sea creatures and their recent trip where they saw real starfish.
- The childminder shares information about children's learning with parents so that they can continue activities at home. Parents appreciate the childminder's honesty when there are emerging gaps in their children's learning. Parents value the varied and balanced meals the childminder provides and that children are encouraged to try new foods.
- The childminder evaluates her practice and identifies gaps in her knowledge. For example, she recognises that she does not always challenge older children enough and is keen to build on her knowledge and skills to enable her to do so. The childminder conducts independent research and links with other childminders to share good practice and ideas. She keeps up to date with essential training and continues to provide children with varied and interesting learning experiences.

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:

- consider fully what children already know and can do and provide more-able children with activities that consistently challenge them and help them to make the best possible progress
- support all children to make connections between their different learning experiences so they continually consolidate and embed their learning.

Setting details

Unique reference number	EY286292
Local authority	Leeds
Inspection number	10371648
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	6
Number of children on roll	9
Date of previous inspection	24 May 2019

Information about this early years setting

The childminder registered in 2004. She operates all year round from 8am to 5.30pm, Monday to Thursday, 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

Nicola Dickinson

Inspection activities

- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector spoke to the children about the activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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

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