

Childminder report

Inspection date: 16 April 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 is loving towards children, who are very settled, happy and at ease in her care. Children have very secure emotional attachments to the nurturing childminder, who offers them regular cuddles. This helps children to flourish and feel safe and secure. The childminder plans rich, expansive and generally effective educational programmes that help children to make good progress and prepare them for their future learning.

Children are eager to take part in activities, set out in the stimulating and generally well-equipped play room. They focus and engage exceptionally well while practising their hand-eye coordination. For example, younger children transfer miniature pom-poms into rubber bun cases using a spoon, while older children use tongs and wooden training chopsticks. The childminder motivates children through her enthusiastic modelling. Children develop early mathematical skills, such as the childminder encourages them to count the pom-poms and identify which bun case is 'full'.

The childminder instils important social skills in children through her excellent role modelling. Children respond well to simple expectations, such as helping to tidy up. They thrive on the childminder's positive interactions that foster their self-esteem and enjoyment of learning. Children learn to make early friendships and share resources. The childminder uses outings, such as to playgroups, to help children to develop the confidence to mix with larger groups of children.

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

- The childminder gathers a wealth of important information from parents and carers to settle new children in. For example, parents share details of their children's routines, likes, interests and comforters. They complete a questionnaire that helps the childminder to establish children's stage of development on entry. This enables her to tailor settling-in sessions, according to children's individual needs, and plan for their future learning.
- The childminder carefully monitors children's well-being as they settle. Where children take longer to settle and require greater levels of support, the childminder uses resources that help children to understand their feelings. Children show great familiarity with these as they remember which coloured monster represents a particular emotion.
- The childminder continually observes and monitors children's progress. When she identifies gaps in children's development, she implements effective strategies to support them. The childminder works in close partnership with other professionals as part of this.
- The childminder continually shares children's progress with parents and how

they can support children's next steps in learning. She does this face-to-face, through displayed 'next steps' footprints and electronically. The childminder shares photos that capture children's learning first hand. She encourages parents to support children's love of reading at home, for instance, through sharing the focused story.

- The childminder promotes children's early communication skills to a high level. Her own enjoyment of songs, stories and rhymes, is reflected in children's. The childminder enriches songs, for instance 'Old McDonald Had a Farm', through stories and props, such as animal figures. She models language exceptionally well as she provides an effective narrative during care routines and as children play.
- Young children thoroughly enjoy developing their early imagination skills during simple role play with dolls. However, the childminder does not always provide a wider range of resources to facilitate and expand this area of children's interest. Additionally, some utensils that promote children's small-muscle strength are too advanced for younger children's stage of development.
- Children help to harvest a wide array of fruit and vegetables. This helps them to develop an understanding of the world around them as they learn about where healthy items of food come from and what they need to grow.
- Children enjoy helping with familiar tasks that develop their independence during calm and consistent daily routines. For example, they delight in helping to chop up fruit and put on their outdoor clothing. However, the current arrangements in place for supporting certain aspects of children's personal care skills are not always fully effective in preparing them for moving on to nursery school.
- Overall, the childminder's qualification and excellent commitment to developing her knowledge and skills has a positive impact on many aspects of her practice. For example, the childminder has recently completed an early years professional development programme. Following this, she has created her own activity packs.

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 planning of activities, daily routines and the learning environment, to support younger children's stage of learning and interests further
- provide increased opportunities for children to develop their independence skills during daily routines.

Setting details

Unique reference number	EY295959
Local authority	Leeds
Inspection number	10392479
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bramley, Leeds. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She 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 childminder discussed with the inspector how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education as children took part in indoor and outdoor activities, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation on an activity taking place indoors.
- The inspector spoke to children during the inspection. The childminder shared written feedback from parents and other professionals that she works with.
- The childminder shared documents with the inspector, such as those related to children's learning and the childminder's 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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