

Childminder report

Inspection date: 17 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

The enthusiastic and caring childminder provides a safe and welcoming environment for children. Children show that they feel secure and comfortable in her care. This, in turn, supports their ability to be ready to learn. The childminder offers children lots of choices about their play and learning. The resources and experiences that she provides are stimulating and meet children's interests. This supports children to concentrate for long periods on activities that they enjoy.

The childminder provides varied learning opportunities based on the themes that she wants children to know more about. For example, she supports children to learn about a range of topics, such as insects or sea turtles. The childminder uses additional funding to purchase annual passes for children to attend the local museum, zoo and gardens. She uses these opportunities to support all children to broaden their experiences and find out more about the world around them.

The childminder gently supports children to learn the rules of her setting. For instance, she helps children to understand that it is safer to run outside, rather than inside. Children show good listening skills. They follow the childminder's rules and routines to keep themselves and each other safe. Children are eager to help each other at tidy-up time. The childminder gives children lots of praise for showing kindness to each other. This builds children's understanding of how to be caring and respectful towards others.

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

- The childminder ensures that children receive daily opportunities to play and explore outdoors. This supports children to develop their physical skills, such as jumping and climbing. The childminder arranges visits to local places of interest. For example, she takes children on an outing to a local lake. The childminder uses this opportunity to support children's understanding of how to stay safe around water. She meets other childminders and their children at playgroups. This supports the children in her care to build relationships and make friends with others.
- The childminder finds out from parents and carers what their children can already do. She makes her own observations of children's play and learning. This helps the childminder to identify the next steps that she wants children to learn, or any additional support that they may need. However, at times, the childminder plans focused activities with too many learning intentions. This does not support her to ensure that children's learning is more sharply focused on the skills that they need to learn next.
- The childminder supports children well to develop their independence. For instance, she supports children to learn how to chop their fruit using safety

knives at snack time. Children learn good handwashing routines. The childminder shares books and activities to support children's understanding of good toothbrushing habits. She ensures that children wear sun cream and hats during sunny weather. The childminder promotes children's health and safety well.

- The childminder reads books to children to support their understanding and vocabulary. She teaches children songs and rhymes, such as 'Wind the Bobbin Up' and 'Miss Polly had a Dolly'. However, the childminder has not considered further ways to promote children's engagement and concentration during song and story time sessions. This means that, on occasion, some children choose to opt out of these times and do not fully benefit from these experiences.
- The childminder shares daily diaries and photos of children's experiences with parents. She regularly updates parents about the next steps that she is supporting children to work towards. This helps parents to support their children's learning at home. The childminder supports parents to understand about the impact that dummies can have on children's communication skills. This helps to ensure that children's speech is supported well at home and in her setting.
- The childminder communicates well with staff at other settings that children attend. This supports her to build on what children have learned with the other adults who care for them. The childminder seeks feedback from parents about her service. This helps her to evaluate her setting and identify any areas for improvement.
- The childminder is part of an online childminding group. This helps her to stay up to date with any important changes or updates in the early years sector. As a result, the childminder continues to provide positive experiences to support children's care and education.

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 and sharpen the intentions for children's learning during focused activities, to support them to work more rapidly towards their next steps in development
- develop strategies to further support children's engagement and concentration during song and rhyme time sessions.

Setting details

Unique reference number	EY310411
Local authority	Leeds
Inspection number	10388556
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	12
Date of previous inspection	17 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Woodlesford, Leeds. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives funding for disadvantaged children.

Information about this inspection

Inspector

Samantha Lambert

Inspection activities

- The childminder discussed with the inspector how she organises her early years setting, including her aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector viewed written feedback from several parents during the inspection and took account of their views.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The childminder provided the inspector with a sample of key documents 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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