

Childminder report

Inspection date:

25 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and content during their time with this kind and caring childminder. The childminder provides a warm and positive environment for children. She knows the children well and develops strong bonds with them from the moment they start. The childminder supports children's emotional health by offering reassurance when needed through cuddles and gentle interactions.

Children demonstrate a positive attitude to their learning. They enjoy a day filled with fun and learning and are eager to explore the exciting activities the childminder provides. For example, as children stack blocks to build towers, they develop their fine motor skills. The childminder skilfully extends play by challenging children to recognise and name the numbers and animals they can see. This effectively promotes children's early mathematical and language development. Children make good progress from their starting points.

Children behave well and show respect for one another. The childminder has clear, age-appropriate expectations for children's behaviour. She sets simple rules that children understand and follow. For example, children learn to be kind, share and take turns with each other. The childminder gives meaningful praise for children's efforts and achievements, which effectively builds their self-esteem and confidence.

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

- The childminder plans a curriculum that reflects children's interests and builds on what they already know and can do. She gathers detailed information from parents when children start and uses this to plan for their individual needs. Through ongoing observations, she monitors learning and tracks development effectively. She is clear about what she wants children to learn and sets purposeful next steps. Children make good progress and are well prepared for future learning.
- The childminder skilfully supports children's early mathematical development by embedding mathematical concepts throughout daily interactions. For example, children learn about turning objects 'clockwise' and 'anticlockwise' and are given consistent opportunities to count and explore positional language. As a result, children develop a secure understanding of early mathematical ideas, which prepares them well for future learning.
- The childminder works closely in partnership with parents, ensuring they feel well informed about their children's learning and development. She speaks with parents daily and shares photos of what the children have been doing. The childminder suggests home-learning ideas to help parents support learning at home, which promotes consistency. Feedback from parents is highly positive. They describe the childminder as 'worth her weight in gold' and praise the

significant progress their children have made since starting.

- The childminder skilfully promotes child-led play, supporting children's curiosity, imagination, and ideas. She recognises the importance of giving children time to explore and investigate independently, which helps them develop confidence and independence. However, she has not fully considered the benefits of incorporating more adult-led learning opportunities, particularly for younger children, to extend their learning and ensure the intended learning is securely embedded.
- The childminder places a strong focus on developing children's early language skills. She models effective communication by speaking clearly and at a steady pace, while introducing new vocabulary for children to repeat and use. The childminder asks open-ended questions and allows children time to consider their answers. This approach develops their thinking skills and confidence, encouraging them to express their own ideas and views.
- Overall, the childminder is reflective and uses self-evaluation to identify areas for development in her practice. She completes mandatory training, such as safeguarding and paediatric first aid, to remain up to date with changes in guidance and procedures. However, she does not currently focus her professional development on enhancing her teaching skills, which limits opportunities to raise the quality of teaching to an even higher level.
- The childminder strongly promotes children's health and independence. Children are encouraged to lead their play and learning, confidently managing age-appropriate tasks, such as helping to tidy up their toys. Daily outdoor play and community walks gives children valuable opportunities to develop coordination, stamina and physical skills. Packed lunches are healthy and well-balanced. As a result, children establish good habits that support their overall health, well-being and readiness for future learning.

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:

- carefully consider the balance of child-led play and adult-led activities, to fully support younger children's learning
- focus professional development more effectively on ways to improve the quality of teaching to an even higher level.

Setting details

Unique reference number	EY385938
Local authority	Leeds
Inspection number	10399824
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2009 and is located in Kippax, Leeds. She operates all year round from 7am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- A joint observation was carried out by the childminder and the inspector.
- The inspector observed the quality of the interactions between the childminder and the children and assessed the impact on children's learning.
- Parents shared their views with the inspector through written feedback.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of paediatric first-aid training and public liability insurance.

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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