

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are weaknesses in the childminder's knowledge of the local safeguarding reporting procedures. This impacts on the timeliness of obtaining support from other professionals to ensure children's welfare. During an outing, the childminder did not always adequately supervise children. This means their individual needs are not consistently met.

The childminder's curriculum offers a range of experiences to help children to develop and increase their understanding of nature and the world around them. The childminder also links these opportunities to extend children's knowledge of technology. Older children show their natural curiosity as they observe stick insects in a tank. They ask questions, such as 'Do the stick insects have a tiny nose and eyes?'.

The childminder demonstrates how information can be obtained using the internet. He shows children photos of stick insects so children can see that they do have eyes and a nose. Children put the zero number symbol to their eyes to copy what they have seen. The childminder provides experiences that enrich children's vocabulary. He is a very good role model. For example, the childminder thanks children for their kindness to their peers. Children behave incredibly well and have excellent manners.

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

- The childminder did not ensure that he had constant supervision of children during an outing. He was not able to respond to children lowering an item of their clothing and prevent negative interactions with other children. Following this incident, the childminder did not follow the correct local safeguarding reporting procedure, which shows weaknesses in his knowledge. That said, the childminder has a suitable awareness of safeguarding issues overall.
- The childminder encourages children's self-chosen play. For example, he provides appropriate resources for children to explore how their vehicles move. Children describe their vehicle as 'super fast'. The childminder extends children's thinking. For instance, he asks them if the pretend plane will go down the piece of wood. Children test this out to obtain a response. The childminder interacts wonderfully with children to extend their learning. Children add bridges and other small-world toys to their play, which encourages further learning and back-and-forth conversations.
- Children have many opportunities to learn about their local community. They visit places of interest, such as nearby abbeys and nature reserves. The childminder teaches children about people who help them, such as when they ride on public transport and visit the local library. The childminder takes children

to meet up with other childminder groups. This helps children to prepare for the wider social network of school.

- The childminder brings stories to life for children. He uses different voices and accents, which helps to totally capture children's attention. The childminder reads mathematical language, such as 'small, medium' and 'big' triangles. Children recognise squares in the book and describe the house as 'teeny tiny'. Children laugh when the childminder reads about trolls. They compare words and recognise that 'strudel' rhymes with 'noodle'. The childminder supports children's literacy development very well.
- The childminder takes time to get to know children and their parents and carers. He obtains information when children start with him using an 'All About Me' form. Also, the childminder encourages parents to share details with photos of what their children like to do, their routines and their family members. The childminder knows what children can do and what they need to achieve next. He shares observations and assessments with parents, such as the statutory progress check when children are aged between two and three years. This keeps parents up to date with their child's progress and the activities they take part in.
- The childminder provides a clear and ambitious curriculum for children. Children benefit from good-quality education and interactions from the childminder. They demonstrate through their play what they know and remember. However, the childminder has not considered professional development opportunities to extend his knowledge further to enhance the already good quality of education for children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve knowledge of local safeguarding reporting procedures to ensure that concerns are addressed with relevant professionals in a prompt way, to protect children's welfare	18/06/2025

ensure that children are always adequately supervised on outings to allow intervention to take place, where any concerns arise about children's interactions with others.	18/06/2025
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To further improve the quality of the early years provision, the provider should:

- consider professional development opportunities to raise the quality of education further.

Setting details

Unique reference number	EY426018
Local authority	Leeds
Inspection number	10407005
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 March 2020

Information about this early years setting

The childminder registered in 2011 and lives in the Burley area of Leeds. He operates all year round, from 8am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare. He works with a co-childminder.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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