

Childminder report

Inspection date:

17 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

Inadequate

What is it like to attend this early years setting?

The provision is good

The caring and friendly childminder places a strong focus on supporting children to learn outdoors. For example, he takes children for visits to a community farm. The childminder ensures that children learn new skills during these outings. For instance, he supports children to find out about how to safely toast marshmallows over a fire. The childminder takes children to visit a forest area. He supports their physical development as they climb trees under his supervision. This helps children to develop their core strength and balance. The childminder provides opportunities for children to explore the natural world. For example, he takes children on bug hunts to learn more about insects and other small creatures. The childminder understands the value of these experiences and how they support children's curiosity and enjoyment of learning. He makes the most of these opportunities to promote conversations with children. As a result, children continue to develop their speaking and listening skills.

The childminder has reviewed and successfully met the actions raised during the previous inspection. He describes how he communicates with any co-childminder's during outings. This ensures high levels of supervision of children. The childminder has updated his knowledge of child protection. He has a clear understanding of the procedures he should follow if he has concerns about a child. He builds positive relationships with parents and carers. This promotes a two-way flow of information about children and consistency for their care and development. The childminder is committed to ensuring children's safety and well-being, both in and out of the setting.

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

- The childminder is skilled at supporting children to develop their love of books and stories. Children bring him books and enjoy sitting on the sofa with him to listen to them. The childminder reads clearly and with expression to the children. He uses gestures and gives simple explanations to support their understanding. The childminder encourages all children to join in and interact with the book. Children thoroughly enjoy these experiences. As a result, their vocabulary and literacy skills continue to grow and develop.
- The childminder aims to build children's confidence in managing their own needs and developing their social skills. For instance, he shows children an easy way for them to put on their coats independently. The childminder encourages children to say 'thank you' to the bus driver when they go on outings. He describes his aim for children to be confident to try new experiences. The childminder supports children well to become self-assured and happy learners.
- The childminder works in close partnership with any other childminders he works alongside. He regularly discusses his ongoing observations about children's

learning and development with them. This supports the childminder to think about how he will plan for children's future learning and next steps in development.

- The childminder provides children with many resources that can be used in a variety of ways. This supports children's imaginative play and creative thinking. Children show positive attitudes to their learning and enjoy these toys and resources. However, at times, children get out lots of toys at once. The childminder does not consistently encourage children to tidy away the toys that they have finished playing with. As a result, play spaces sometimes become disorganised. This does not support children to consistently focus on their learning or make ongoing choices about their play.
- The childminder gives daily feedback to parents about their children's routines and learning. He arranges more formal meetings with them to discuss children's progress or any concerns about their development. The childminder describes the other professionals he knows he can seek advice from if he has concerns about a child's development.
- The childminder explains his intention to seek support and guidance from local authority early years advisers. He ensures that his mandatory training, such as safeguarding and paediatric first-aid training, remain up to date. This supports the childminder to refresh and maintain his essential knowledge. However, he has not yet explored other professional development or training opportunities that will support him to enhance his practice even further.

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 the organisation of resources and daily routines such as tidy-up time, to further support children to focus on their learning and be able to make choices about their play
- seek further professional development opportunities, to continue to enhance skills and knowledge and extend the already good practice.

Setting details

Unique reference number	EY426018
Local authority	Leeds
Inspection number	10416708
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 June 2025

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 government-funded childcare for children aged between nine months and four years. He works with a co-childminder.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed with the inspector how he organises the early years setting, including his 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 and assessed the impact on children's learning.
- The inspector and childminder carried out a joint observation of a story-time activity.
- The inspector reviewed written feedback from parents about their views on the childminder's setting.
- The inspector spoke with the childminder about his safeguarding knowledge and responsibilities.
- The inspector spoke with the childminder about the leadership and management of the setting.
- 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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