

Childminder report

Inspection date: 6 March 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

Children are happy and healthy. They have strong emotional attachments to the childminder, who helps children to feel safe and secure. Children are very settled and evidently enjoy their time with the childminder. They follow routines well and confidently make choices. For example, children think critically as they figure out how to put train tracks together. Children demonstrate a love of stories. The childminder explains any new vocabulary, helping to develop children's language skills further. Children are eager to learn and are confident communicators.

The childminder assesses children effectively and offers them challenging play opportunities that enable them to build on their learning. She acts quickly to close any potential gaps in children's learning. For example, the childminder offers children additional support in interacting with others in larger groups to develop their social skills. The childminder plans different experiences for children to understand the community in which they live. For instance, they regularly visit museums and farms. Children learn about nature and growth. For example, they visit parks where they observe swans nesting.

The childminder offers children encouragement as they play and supports their emotional well-being in an effective way. Children are sociable and demonstrate very good behaviour. They enjoy playing together imaginatively. For example, children happily share vehicles with one another and are kind and considerate. Children progress well in their learning, overall.

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

- The childminder supports children's language development effectively. She speaks clearly and repeats words to encourage correct pronunciation. For example, the childminder repeats the word 'squawk' as she discusses a sound that a crow might make. Children answer the childminder's questions, which helps to develop their thinking and communication skills effectively.
- The childminder has a clear and ambitious vision for providing high-quality, inclusive care and education for all children. She attends training and talks with other childminding professionals to discuss and share good practice. The childminder has broadened her understanding of special educational needs and/or disabilities (SEND) by completing a specific SEND coordinator course. This means she can quickly identify additional needs and offer effective support to children and families.
- The childminder teaches children about healthy lifestyles. For example, children know to wash their hands before they eat, and they learn to wipe their noses. They are offered healthy home-cooked, nutritious meals each day. The childminder plans purposeful trips to local play areas to help to support

children's physical development.

- The childminder plans activities to help children learn, based on children's likes and interests. For example, she uses familiar nursery rhymes to support children's communication and language development further. The use of props encourages children to join in and holds their attention and concentration. Children develop their physical skills as they pretend to row boats and move their arms like wheels on a bus.
- Parents are complimentary about the childminder and the care their children receive. They feel that their children are happy and safe. The childminder works together with parents to support their children's development and learning. However, she does not seek enough information from the other early years settings that the children attend. Consequently, opportunities to promote greater consistency when planning for their future learning needs are missed.
- Children learn many mathematical concepts. For example, they lay out different shapes to make pictures, such as an octopus. The childminder helps children learn the names of shapes, such as semi-circles and triangles. She encourages children to count, and children eagerly tell visitors their age in years. Children enthusiastically take part in singing number songs.
- The childminder provides opportunities for children to develop their imagination and creative skills. Older children enjoy using brushes to make marks with paint. They pretend that sticks are horses as they play in the local park. However, the childminder does not make the most of some opportunities as they arise to extend on younger children's learning even further.
- Children are well supported to learn how to keep themselves safe through clear instruction. For example, the childminder helps children to understand that it is important to tidy away resources when they are not playing with them. Young children gain independence relative to their age. For example, they learn how to drink from a cup without a lid.

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:

- enhance the links with other settings that the children also attend and share regular information about children's specific needs to help ensure continuity for their learning and care
- strengthen interactions to enhance and extend younger children's learning even further during play experiences.

Setting details

Unique reference number	EY448682
Local authority	Leeds
Inspection number	10372442
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 12
Total number of places	6
Number of children on roll	16
Date of previous inspection	18 April 2019

Information about this early years setting

The childminder registered in 2012 and lives in Roundhay, Leeds. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and the children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates and insurance.
- The inspector took account of the views of parents through written feedback provided.

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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