

Childminder report

Inspection date: 16 January 2025

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

What is it like to attend this early years setting?

The provision is good

Children feel happy and settled under the care of the friendly childminder in her homely setting. The childminder outlines the skills that she wants children to achieve before they start school. These include self-care skills, being able to hold a conversation and listening to others. The childminder plans enjoyable activities to support children to work towards these goals. She joins in with children's play. This promotes children's engagement and guides their learning. The childminder supports children well to work towards their next steps in learning.

The childminder recognises the benefits of providing children with opportunities to socialise with others outside of the setting. She takes children to playgroups attended by other childminders and children. The childminder supports the children in her care to learn how to get along with others and build friendships. She describes how she supports children to learn how to wait for their turn to play with toys. She uses phrases, such as 'sharing is caring', to promote children's understanding of patience and kindness.

The childminder takes children on outings in their local community. For example, she takes children for trips on the bus to support their learning about types of transport. Children develop their understanding of the world around them, such as as they explore where they live with the childminder.

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

- The childminder has a good understanding of how to support children's communication skills. For instance, she aims to ensure that children know at least five nursery rhymes before they start school. She uses interactive books to engage children and support them to learn these rhymes. The childminder uses real-life objects during children's play to support their growing vocabulary. She speaks clearly to young children and uses simple words and sentences. Children actively listen, answer simple questions and repeat key words, phrases and songs. Children show that they are making good progress in their language development.
- The childminder outlines the physical development skills that she wants children to learn. This includes learning how to dress themselves and how to kick a ball or ride a wheeled toy. Children build the strength in their hands as they play with resources, such as play dough. However, the childminder has not fully explored how she can further enhance these experiences to extend children's learning as they develop their small- and large-muscle skills.
- Children enjoy learning how to stack wooden blocks to build towers. The childminder uses language, such as 'tall' and 'long'. This supports children's understanding of mathematical vocabulary. Children laugh as their towers fall.

They build them again with encouragement from the childminder. Children show that they are building their resilience and ability to keep on trying.

- The childminder has improved daily routines to support children's good health. She offers children healthy snacks and meals that include portions of fruit and vegetables. The childminder gives guidance to parents and carers regarding healthy snacks that children can bring to the setting. She ensures that children wash their hands before eating. This supports children's understanding of good hygiene routines.
- Parents and carers say that they are pleased with the new skills that their children have learned during their time with the childminder. The childminder works with parents to decide children's next steps in learning. She provides parents with storybooks and ideas for how they can support their children's learning at home. This promotes positive parent partnerships and consistency for children's learning.
- The childminder has worked with a local authority adviser to complete further training. As a result, she has improved her knowledge of how to support children's communication skills. The childminder outlines her intentions to carry out further professional development activities. However, the childminder has not robustly evaluated her setting. She has not yet identified the areas that she will develop and improve next. This does not fully support her to plan focused training opportunities that will continue to raise her skills and knowledge.

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:

- build on and extend the opportunities for children to develop their small- and large-muscle skills
- develop robust methods to evaluate the provision, to identify further areas for development and plan focused professional development opportunities to continue to raise skills and knowledge.

Setting details

Unique reference number	EY470459
Local authority	Leeds
Inspection number	10371623
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	3 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 June 2024

Information about this early years setting

The childminder registered in 2014 and lives in the Middleton area of Leeds. She operates all year round, from 8am to 8pm, Monday to Friday, except for family holidays and bank holidays. The childminder offers government funded childcare for children aged between nine months and four years.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed how she ensures children's safety on the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views on the childminder's setting with the inspector.
- 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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