

Childminder report

Inspection date:

18 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are happy while in the setting and show eagerness and enthusiasm about their learning. They are very keen to participate in all activities that are available. This environment enables children to access all areas of both the indoor and outdoor provision. Children show confidence in their learning abilities and share their achievements with the childminder. In response, praise, recognition and celebrations are offered to the children for their successes. This helps to develop further confidence and self-assurance. Children thrive and benefit from a highly ambitious curriculum that incorporates the seven areas of early learning.

Children's personal, social and emotional development are very well supported, along with communication and language and physical development. These are the primary focuses of the setting. Children's learning and next steps planning are tailored to individual needs and capabilities and interests and, as such, they acquire appropriate skills very well. Children develop close attachments to the childminder and any assistants she works with, who show caring and nurturing dispositions towards the children. This helps to provide the children with feelings of safety and security. Children behave remarkably well and form strong friendships with one another. The childminder works hard to get to know and understand the children in her care. This is done by providing settling-in visits, which are used to observe children while playing and then this information is used to plan more activities based on the children's interests.

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

- A wealth of resources and opportunities are available for all children. The childminder uses children's interests and recent experiences to create activities and help to secure learning. For example, children play at a dressing table and engage in self-care routines. The childminder links this activity with a forthcoming graduation party that she has organised for the children. The childminder talks to the children about what they look like and supports children's understanding of their similarities and differences to each other.
- The childminder's knowledge of the children she cares for is outstanding. She knows the children incredibly well and uses the information that she gathers from her settling-in sessions to plan engaging activities for the children, based on their individual interests. These experiences are coherently arranged, and they gain skills needed for future learning through extremely well-planned and sequenced learning.
- All children are incredibly happy. They are confident in the childminder's setting and are engaged in the learning environment that the childminder creates. The childminder has arranged her learning space very well and plans interesting and stimulating activities for children of all ages. For example, children are able to

engage in a singing and dancing activity in one indoor room, before moving into another room to engage with role-play games. Children's next steps are supported and learning focuses are embedded into all activities, ensuring all children make rapid progress.

- Children show an extraordinary amount of independence. They put their own shoes on in preparation for outdoor activities, while the childminder talks to them about 'left' and 'right' feet. Younger children are encouraged to have a go and persist with difficulties they face, while showing high levels of self-control. All children can pour their own drinks and wash their own hands and take themselves to the toilet.
- The childminder encourages the children to play with each other, share the resources and take turns. This promotes children's positive behaviour. The children are kind to each other and show each other affection by offering hugs when they recognise their friends may need comfort. The children also laugh a lot together while they are playing.
- Outside of the home, children are given extensive opportunities to explore the local community and wider environment to visit places, including Tropical World and Manchester Airport. The childminder has identified the importance for children to be able to experience these places to develop their knowledge and understanding of the world around them. These learning opportunities also build on their social and interaction skills as well as levels of confidence.
- Parents speak very highly of the childminder and comment on her regular communication with them. They enjoy receiving information about their children's day, which supports conversations at pick up time. Parents talk about the significant progress their children have made in their learning and say that their children really enjoy being cared for by the childminder. Parents are also extremely appreciative of the outings and trips that the childminder takes the children on to broaden their wider community experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2716765
Local authority	Kirklees
Inspection number	10405834
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	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works with an assistant. She lives in the Carlinghow area of Batley. The childminder is open Monday to Friday, from 8am to 5.30pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Marie Briggs

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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their friends and what they like to do when they are with the childminder.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector took account of parents' views during the inspection.
- 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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