

Childminder report

Inspection date: 30 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and stimulating environment for children to play and learn in. Children are relaxed, happy and engaged while in the care of the childminder. They have positive attitudes to their learning. Children show high levels of curiosity. They closely observe insects in the garden and ask thoughtful and inquisitive questions, such as 'Do worms have eyes?'

The childminder has high expectations for all children. She has a solid understanding of child development and knows individual children well. The childminder assesses children's development and understands what help they need to make ongoing progress. She plans resources and activities to support children's next steps in learning. The childminder skilfully adapts her teaching during interactions to ensure that all children gain new knowledge and skills. This helps children to make good progress across all areas of their development.

The childminder develops good relationships with parents and carers. She communicates effectively with them to ensure that they are informed about the time their children spend with her, including updates about their learning and development. She extends her communications to children's wider family members at the request of parents. The childminder creates family communication groups where she regularly shares photos and children's next steps in learning. This promotes well-rounded support for children's development.

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

- The childminder helps children to learn new knowledge through her good-quality interactions. For example, she describes the differences between a worm and a centipede to children. The childminder explains that the leaves on a plant bulb absorb sunlight to help the plant grow. Children learn that a stegosaurus had triangular scales on its back which prevented predators from attacking it. This helps children to build a bank of interesting knowledge that continuously grows over time.
- Children hear lots of language being modelled by the childminder throughout the day. The childminder introduces new words, such as 'gladioli', 'flax seeds', 'dandelion' and 'clover'. Children hear these words and begin to use them in their play and conversations. Children make good progress in their communication and language development.
- The childminder promotes children's early mathematical understanding. She models mathematical language, such as 'tiny' and 'long'. The childminder strengthens children's counting skills during their play. For example, with encouragement, children count the number of petals on the flowers and count out the correct amount of seeds they need to plant. Children develop good early

mathematical skills.

- The childminder provides children with opportunities to enjoy experiences in the local community. They regularly visit messy play classes and attend forest school sessions. Children learn about the community in which they live and strengthen their social skills. However, the childminder does not consider ways in which to further broaden children's understanding of the diverse world that they live in.
- Routines are well embedded. Children know that they need to remove their shoes and wash their hands when they come inside from playing in the garden. They access fresh drinking water from their individual drink bottles throughout the day. The childminder ensures that children are protected from the sun by encouraging them to wear sun hats and sun cream while outside. This helps to promote children's health and hygiene well.
- The childminder offers meaningful praise for children. She acknowledges when children make good observations and are kind to each other. The childminder celebrates and shares children's sense of pride when they proudly exclaim that they are no longer scared of worms. This aids children's self-esteem and confidence.
- The childminder has clear expectations for children's behaviour. She offers gentle reminders for children to be kind, considerate and polite towards each other. Children develop good relationships with each other. This means that disruptions to the flow of the day and children's learning are minimal.
- The childminder is a reflective practitioner and is able to identify areas for improvement in her practice. However, she does not yet access relevant professional development opportunities to increase her knowledge further and to raise the quality of her practice, for instance how to support children with special educational needs and/or disabilities 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:

- extend opportunities to develop children's understanding and appreciation of diversity and their awareness of the wider world in which they live
- use reflections on practice to prioritise professional development opportunities to enhance knowledge and skills.

Setting details

Unique reference number	2724303
Local authority	Kirklees
Inspection number	10392862
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Holmfirth. She provides care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays. The childminder holds qualified teacher status in primary education. She provides government funded childcare.

Information about this inspection

Inspector

Natalie Stringer

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of parents' views.
- The inspector looked at relevant documentation provided by the childminder.

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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