

Childminder report

Inspection date:

24 September 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

The childminder creates an ambitious curriculum that continually builds on children's learning through practical experiences. Children enjoy being in the local community collecting nature items and visiting forest schools and libraries. The childminder embeds the curriculum securely. She offers tailored experiences, which she adapts based on children's interests. Children are highly confident and use new words in their conversations. They demonstrate they feel safe and secure in the learning environment. Children demonstrate sustained levels of engagement during the childminder's high-quality teaching. For example, they concentrate on creating marks while singing nursery rhymes. When children ask to sing a different song, the childminder makes changes to continue their sustained engagement.

Children are happy and thrive in this setting. The childminder provides opportunities to take on challenge and risk, such as balancing on beams and wobble boards independently. She encourages children to keep trying. Children demonstrate high levels of resilience, such as when they tumble off and try again straight away, without requiring adult support. Children have wonderful relationships with the childminder and any assistants she works with. They talk to them about their holidays and meals at home. The childminder offers new words and explanations to enhance children's vocabularies.

The childminder provides a wide variety of experiences and resources. Children enjoy learning about recycling and the effect this has on the environment. This builds on their vocabulary, and they use more words in their conversations. They are exceptionally well behaved and ask to be involved in all activities. The childminder role models being respectful to each other. Children's interactions are of a high quality and they have positive engagements. For example, when they play with an ice-cream truck, they pass each other ice creams and say 'thank you'. Children are highly motivated in their play and engage in activities for long periods of time, such as creating models.

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

- Children thrive in their communication skills. The childminder teaches children new words, such as 'pilot'. She encourages children to talk about their holidays while creating trains with blocks. The childminder weaves mathematics through children's play. For example, she develops children's understanding of 'more' and 'less'. The childminder uses songs and stories throughout the day, including repeated phrases, to fully embed children's communication. Children enjoy the story of 'The Gruffalo' before lunch. In the afternoon, children make 'purple prickles' in dough and make 'Gruffalo' footprints. Children use new words consistently and speak with confidence.

- The childminder supports children to problem-solve and encourages their thinking skills. She also encourages children to resolve issues and try by themselves. For example, while children create hedgehogs from leaves they have collected, the childminder supports them to use glue sticks and explore why the leaves are not sticking.
- The childminder continually attends training and develops her practice. She links with a first-aid provider to offer parents and carers training in first-aid skills. The childminder and any assistants she works with engage in daily reflection. They make instant adaptations to their practice to enhance children's experiences. The childminder mentors any assistants she works with to ensure continually high-quality interactions. This ensures that all children thrive in all areas.
- Children come in happily and engage with their play immediately. The childminder is supportive with children's feelings and emotions. She asks open-ended questions about how they feel. Children enjoy cuddles and support from the childminder. However, these are only short as children are keen to quickly return to their learning and play.
- Children are highly independent, demonstrating their self-care hygiene. They get tissues and wipe their own noses. Children explore the variety of resources and choose where to play. They confidently invite visitors to join in with them. Children thrive in their personal development. The childminder has made links with the community. For example, children support the local forest school and pick litter up on the local paths. The childminder has a predominantly outdoor environment and children make exceptional progress in their understanding of people in the community.
- The childminder encourages children's opinions by asking which song they would like to sing next, and she helps them to change crayons to a colour they prefer. Children feel respect and, in turn, share cooperatively with others. Children demonstrate consistent positive interactions with all activities. Even when they struggle, children persist and keep trying. They have high levels of confidence to explain what they need to engage in their own learning.
- The childminder has a thorough knowledge of the children. Through excellent partnerships with parents and carers, she collects detailed background information about children, helping her get to know children extremely well. She is highly ambitious to enhance and progress children's learning.
- Parents comment on how involved they are in their child's learning. The childminder creates newsletters for parents that share advice, places to visit in the community and stories to read at home. She shares thorough reports of children's development and supportive advice with parents on a regular basis, such as about how to keep their children safe online.

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	2726578
Local authority	Kirklees
Inspection number	10398613
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	7
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 Cleckheaton, West Yorkshire. The childminder operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant. The childminder holds an appropriate early years qualification at level 5. She provides government funded childcare.

Information about this inspection

Inspector
Laurafay Muranka

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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, her assistant and children.
- Parents shared their views of the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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