

Childminder report

Inspection date: 21 May 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

Children are confident in their learning, and they show enthusiasm to explore the home environment. The childminder provides children with opportunities to engage with various stimulating resources. For example, she encourages children to explore the contents of a first-aid bag to understand how to care for someone who needs medical attention. Children select various learning materials, including books and hand puzzles, which support their critical thinking and early literacy skills. The childminder talks to children consistently during activities, providing explanations about the resources. This helps children to understand and engage more effectively with them.

The childminder plans her curriculum in the outdoor area to provide opportunities for children to develop their physical and early mathematical skills. For instance, children fill bottles of water using the water butt and tap and take their water to the pretend kitchen area to stir it. This supports their hand-eye coordination. The childminder also provides many opportunities for children to explore the local area, such as by visiting places, including a local care home and the community foodbank. The childminder uses these experiences to promote children's understanding of their community and the positive contribution they can make.

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

- The childminder takes time to get to know and understand the children in her care, so she knows how to help them develop and learn. For example, the childminder considers a balanced curriculum that focuses on developing children's physical, social and communication skills. This supports children's learning and development.
- The childminder talks to children while they play and asks questions to assess their learning. For example, while outside in the garden, the childminder asks children to build a tower with the building blocks. She encourages them to consider which size blocks should be placed on the ground. This encourages children's critical thinking skills, as well as early construction and mathematical concepts that are linked to structure.
- The childminder supports children's communication and language development. She does this by asking children questions to encourage their conversation skills. The childminder introduces new words to children, such as 'scrunch' and 'squeeze'. This broadens children's vocabulary range and their knowledge. However, at times, the childminder does not recognise where she could extend children's learning during activities to support their development further.
- Parents and carers report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder, are happy and that they value the variety of activities the

childminder provides. Parents describe the childminder as one that 'goes above and beyond' to support children and their families.

- The childminder provides consistent daily routines that support children's development and feelings of stability and security. For example, she plans regular outings and activities on specific days. This supports children's knowledge and understanding of what will come next. As a result, children feel reassured about what they will be doing. The childminder uses these outings to promote children's understanding about their local area and the people that live there. This helps children to feel a sense of belonging.
- The childminder promotes positive relationships with children. She speaks to children with respect, which encourages them to do the same to others. This supports children's positive behaviour and enables them to feel comfortable and confident while in the childminder's care.
- Overall, the childminder plans for children's further development. She considers children's next steps in learning, which are based on the observations she makes. However, she does not consistently use this information to incorporate specific learning opportunities to support what individual children need to learn next during activities. As a consequence, this impacts on the progress that some children make at these times.

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:

- make better use of assessment information when implementing activities to further extend children's learning
- consider individual children's next steps in learning more carefully when planning activities to help children to make the best progress.

Setting details

Unique reference number	2732176
Local authority	Kirklees
Inspection number	10392939
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	0 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Huddersfield. She operates all year round, from 9am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate childminding qualification. She offers government funded childcare.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector carried out observations of activities and the childminder's practice.
- 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 childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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