

Childminder report

Inspection date: 6 August 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 is enthusiastic and warmly welcomes children into the setting. She has created a caring and family ethos where everyone feels they belong. Within this nurturing environment, all children, especially those new to the setting, quickly settle and form strong bonds with the childminder and any assistants she works with. As a result, children are happy and confident.

The childminder designs an ambitious curriculum, using planning in the moment to follow and build on children's interests. She plans engaging activities that spark children's immediate excitement. Children play and explore, eagerly asking questions about the day ahead. The childminder responds attentively. She encourages children to make links to the real world through hands-on activities, such as visiting a hairdresser. The childminder plans the activity after children show an interest in cutting hair. She explores this further by providing children with a sensory activity involving cutting noodles.

The childminder's understanding of each child promotes their independence. For instance, children serve their own lunch and proudly prepare their own snacks, carefully using knives after learning about safety. Children learn a sense of responsibility that extends to their social interactions. They are consistently polite and show kindness and respect to one another. For example, younger children praise their friends' cutting skills supportively.

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

- The childminder skilfully acts on spontaneous learning opportunities. For example, when children's questions about a wheelchair user during a library trip spark their curiosity, she immediately finds a relevant book about diversity. The childminder reads with children and explores the topic further during circle time. These experiences help children to develop a deeper sense of their community.
- The childminder promotes children's physical development through well-planned daily activities. Children develop their fine motor skills through a range of experiences. For example, the childminder encourages them to draw with pencils to create patterns, learn to use scissors safely and use chopsticks to thread small rubber bands.
- Children develop their communication and language skills through high-quality interactions. The childminder introduces new vocabulary, such as 'origami' and 'reflection', during children's play. She purposefully revisits these words to embed children's learning. The childminder supports children well to develop good conversational skills. She gives children gentle reminders to take turns to ensure that everyone has a chance to speak and be heard.
- The childminder provides excellent support for children with special educational

needs and/or disabilities (SEND). She gathers detailed information during the settling-in process to build a full picture of each child's unique needs. Using this knowledge, she learns and applies specific and effective strategies tailored to each child. The childminder confidently liaises with other professionals to ensure that her provision is fully inclusive. As a result of this knowledgeable and targeted support, all children make good progress.

- The childminder leads the setting with a clear and compassionate vision to support families within the community. She reflects, using feedback from parents and carers and her own observations, to implement improvements. The childminder mentors any assistants she works with through their apprenticeships. She liaises with tutors and provides regular coaching, supervision sessions and relevant in-house training, such as autism awareness, to build a skilled and confident team.
- Partnerships with parents are a significant strength of this setting. Parents feel well informed and supported through daily face-to-face updates and photos. The childminder seeks their feedback through questionnaires. She acts as a powerful advocate for families, for example by taking their requests for more funded holiday provision directly to the local council. This approach builds a trusting, respectful and collaborative relationship that directly benefits children's well-being and development.
- The childminder encourages healthy eating through practical activities, such as making a fruit salad and discussions about nutrition. She supports this by planning healthy menus and ensuring that children have access to fresh drinking water throughout the day. She extends this focus on children's well-being outdoors through regular trips to local parks and farms and nature walks.
- The childminder interacts positively with children and offers excellent support during planned experiences. However, her management of the transitions between these activities is less consistent. The childminder's occasional use of a raised voice at these times can disrupt the otherwise positive atmosphere. This means that children are not always clear about what is expected of them and valuable learning time is disrupted.

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:

- enhance knowledge of how to support children during daily transitions, to help maintain a calm and purposeful learning environment.

Setting details

Unique reference number	2734071
Local authority	Kirklees
Inspection number	10399769
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Batley area of Leeds. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs two assistants. She provides government funded childcare.

Information about this inspection

Inspector

Josie Cumiskey

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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 children.
- The childminder discussed how she supports children with SEND.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector and childminder discussed safe recruitment and how ongoing suitability of any assistants working in the setting is monitored.
- Children spoke with the inspector during the inspection about what they enjoy doing at the setting.

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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