

Childminder report

Inspection date: 5 June 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 content and well adjusted in the childminder's home. This is due to the childminder's practice of conducting home visits and becoming acquainted with children before they start at the setting. Children benefit from a dedicated, well-resourced learning environment that fosters confident exploration. Consequently, children feel safe and secure under the childminder's care.

The childminder is dedicated to ensuring that the curriculum is ambitious for all children. She and any assistants she works with utilise Makaton in conjunction with spoken words to enhance the learning experience. The children demonstrate enthusiasm for the activities and experiences provided, fostering a positive attitude towards learning. Children, including children with special educational needs and/or disabilities, make good progress.

Children follow instructions well due to the clear expectations set by the childminder and her assistants. They listen, respond to guidance and assist during tidy-up time. Children are respectful towards each other, share resources and use polite language, such as 'please' and 'thank you'.

Children have many opportunities to learn about the world. They discuss the childminder's dog, Poppy. They demonstrate respectful behaviour and know how to safely interact with animals. Children regularly visit forest school. They take trips to a local residential home, where they participate in activities with the elderly residents.

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

- The childminder and her assistants offer a structured programme of activities that engage children. These learning opportunities are tailored to align with children's interests. The curriculum is designed to help children develop, consolidate and deepen their knowledge and understanding. For instance, children have the chance to revisit previous learning and explore new concepts by creating a habitat for sea creatures.
- Children are developing a strong sense of independence. The childminder and her assistants encourage children to have a go and practise their emerging skills. They wash and dry their hands and put on their wellington boots, actions which are consistently met with praise and encouragement. Children take pride in their accomplishments and display broad smiles. This positively impacts on their confidence and self-motivation.
- The childminder and her assistants ensure that the learning environment is rich with opportunities to support language development. Children dance happily as they sing familiar songs and enjoy listening to a story enthusiastically read by

the childminder. However, at times, children are not given sufficient time to think about and respond to questions. This prevents them from making the best possible progress in the development of their communication and language skills.

- Children benefit from healthy and nutritious food prepared by the childminder and her assistants. Children learn about making healthy choices and have lots of opportunities for fresh air and exercise outdoors. However, during times of transition, such as at lunchtime and when going outdoors, children are required to wait for extended periods of time. On these occasions, some children become restless and unsettled.
- The childminder conducts assessments and planning to support children's learning across all areas. Parents can use an educational app to receive updates on their child's progress and development. Children's progress is regularly reviewed, and steps are taken to promote further development. The childminder collaborates with external agencies to ensure that children who need additional support receive it promptly.
- Parents are happy with the care and education that their children receive. The childminder works hard to ensure that parents are kept up to date on their children's learning. She frequently sends out photos, sharing all the exciting activities the children have enjoyed.
- The childminder ensures that effective supervision and training opportunities are in place. This supports the constant improvement of practice. Assistants feel very well supported and speak enthusiastically about recent safeguarding and Makaton training. The childminder has a clear vision for the setting and works hard to ensure that she keeps abreast of any changes to early years legislation or guidance.

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:

- give children time to respond to questions to support their communication and language skills even further
- review the organisation of some transitions to reduce children's waiting time and maximise their learning.

Setting details

Unique reference number	2739025
Local authority	Calderdale
Inspection number	10405830
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 12
Total number of places	17
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Brighouse, West Yorkshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works with assistants. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- 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 that this is having on the children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the 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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