

Childminder report

Inspection date: 1 July 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

Children thrive in this exceptionally nurturing and stimulating home-from-home environment, where the childminder's passion for early years education shines through in every aspect of the provision. Cherished and respected as individuals, children are deeply engaged, happy and confident learners.

The childminder has created a rich and ambitious curriculum, expertly tailored to each child's interests. Children are captivated by exciting, hands-on experiences that spark their curiosity. For example, they enthusiastically hunt for caterpillars in the garden using binoculars and magnifying glasses. The childminder skilfully uses 'in-the-moment' planning to make learning relevant and exciting, ensuring children gain a broad range of knowledge. This learning extends beyond the setting, with regular outings to farms, libraries and nature walks providing children with real-world experiences.

Children at this setting begin to develop independence and essential self-care skills, like putting on their own coats and shoes. They develop and learn to do more for themselves as they grow. For example, younger children are supported to become confident walkers, while older children learn to navigate large balancing blocks without support.

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

- The childminder has an exceptional understanding of each child's development, including those with special educational needs and/or disabilities (SEND). Children are exceptionally well-prepared for their next steps in learning, including the transition to school. Through thorough observations and assessments, any potential gaps in learning are identified swiftly and addressed with targeted, effective support. As a result, children take pride in managing their own personal needs and become confident communicators and curious learners.
- The childminder's approach to behaviour is exemplary. She creates a calm, respectful atmosphere where children feel secure and understand expectations. For example, children learn to manage risks by tidying away toys so that they can begin a new game in a safe area. Through consistent modelling of kindness, children learn to praise each other spontaneously. For instance, they celebrate when their friends answer questions correctly during group activities.
- The development of children's communication and language is a priority, and the progress they make is remarkable. The childminder creates a language-rich environment where children are constantly exposed to new vocabulary and engaging conversations. The use of open-ended questions is a particular strength. During story time, for example, children are given plenty of time to

think and respond, which builds their confidence and language skills. Vocabulary is introduced meaningfully, from 'cocoon' during a story to 'prickly' when exploring fruit textures.

- Children's physical development is promoted through a brilliant range of activities. Children are highly active, enhancing their large muscle skills through balancing, climbing and games like 'dance and freeze'. Fine motor skills are purposefully developed as children delicately use tweezers to handle caterpillars, thread beads and learn the practical life skill of chopping their own fruit at snack time.
- Healthy lifestyles are promoted exceptionally well. Children are actively involved in growing food, such as salad leaves, and preparing it for their meals. The childminder makes healthy eating fun through positive conversations about 'strong muscles' and encouraging children to try new foods. All meals are home-cooked, nutritious and balanced, and children have access to fresh drinking water throughout the day.
- The childminder is an inspirational and highly reflective leader, demonstrating a commitment to enhancing her practice and provision. Her professionalism and dedication are the foundation of the setting. As a reflective practitioner, she constantly evaluates and adapts resources and activities to meet each child's individual needs.
- Partnership with parents is exceptional. The childminder builds trusting and supportive relationships, ensuring families feel fully involved through effective communication, such as daily updates, photos and menu information. Parents feel the setting is a 'home from home'. They know their children are safe in the care of the childminder and that she has a positive impact on their well-being and development.

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	2739667
Local authority	Calderdale
Inspection number	10405820
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	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Holmfield area of Halifax. The childminder is open Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Josie Cumiskey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.
- Children spoke to the inspector during the inspection about what they enjoy doing at the childminder's setting.
- The inspector discussed how the childminder supports children with transitions.

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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