

Childminder report

Inspection date: 14 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

Children are happy and self-assured in the care of the warm and nurturing childminder. Younger children, who are initially unsure of visitors, are quickly reassured after a cuddle with the childminder. The childminder provides a home-from-home environment, which gives children a deep sense of security. Children flourish in their personal, social and emotional development. They establish positive relationships and acquire a strong sense of self-awareness. For example, children confidently ask their friends to play a game they had played the previous day. They work together in the mud kitchen to make a birthday cake. Children behave well as they mirror the actions of the childminder, who is an excellent role model.

Children are very happy in this setting. The childminder is incredibly attentive to children's individual needs. She seeks to give children the skills they need to be independent and ready for school. Children's well-being is paramount in the setting. They develop an excellent sense of self. The childminder values and celebrates children as individuals, which helps to shape their characters. The childminder has an ambitious curriculum in place. She follows children's interests to help them to meet their developmental milestones.

The childminder takes children on a variety of outings. They visit playgroups, the library, parks, woodland areas and farms. The childminder uses these opportunities to support children to find out more about their community. This also supports children to build their confidence in visiting new places and meeting other children.

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

- The childminder has clear intentions for children's learning. She uses regular observations to assess and identify any gaps in children's development, and plan the next steps in their learning. The childminder shares these next steps with parents and carers and supports them to extend their children's learning at home.
- The childminder places a good emphasis on fostering children's communication and language skills. She spends a lot of time speaking to children and having interesting conversations with them. The childminder narrates on children's play and expertly corrects younger children's words. For example, when children point to a picture in a book and say 'woof woof', the childminder praises children but reinforces it is a 'dog'. This helps children to develop a good understanding of the language they use. As a result, children are confident to speak in a group and share their thoughts and ideas.
- Children gain an awareness of what contributes to a healthy lifestyle. Children enjoy growing fruits and vegetables in the greenhouse, which the childminder uses to encourage them to try new foods. The childminder helps children to

understand about healthy food options and to form good hygiene habits. For example, children wash their hands after playing outdoors and after toileting. They learn to manage their own coats and shoes. The childminder supports children's developing independence well.

- The childminder introduces young children to some aspects of early mathematics. For example, she encourages children to count regularly, helping them to learn about number sequence. However, the childminder does not introduce children regularly to mathematical language in other areas, such as size and measurement. This does not support children to extend their knowledge of other mathematical concepts.
- The childminder is a good role model to children. She is kind and calm. Children willingly invite the childminder into their play and approach her with their favourite toys. They play happily together, respecting each other and taking turns. The childminder supervises children well and reminds them of the rules to keep them safe. For example, when younger children want to ride the scooters that are for older children, she provides them with ones that are more suitable and clearly explains the reasons.
- The childminder plans activities around children's interests. This encourages children to become deeply engaged in their learning. However, during some interactions, the childminder does not consistently raise questions and extend older children's learning further.
- The childminder reflects on her practice regularly and understands the importance of keeping her knowledge up to date. She regularly attends training courses and webinars. The childminder puts her knowledge into practice.
- The childminder builds strong relationships with parents and other professionals, such as those who have shared care of children. She uses these partnerships to help children to develop consistently and reach their full potential.

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:

- embed mathematical language into activities to give children a greater understanding of mathematical concepts
- strengthen interactions with older children to deepen and extend their learning further.

Setting details

Unique reference number	2761277
Local authority	Kirklees
Inspection number	10410566
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	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives Birstall. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector
Claire Owen

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 curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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