

Childminder report

Inspection date: 8 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 form strong and secure relationships with the childminder. During their time at the setting, they seek out the childminder for regular check-ins for reassurance during their play. They then happily return to their play. The childminder's home-from-home setting offers children the opportunity to learn while feeling safe in her care. Children happily explore the indoor and outdoor environments. The childminder places resources at children's level. This helps children to lead their own play and access resources that link to their interests.

The curriculum is well planned. The childminder has good knowledge of child development and uses this to plan exciting and inviting activities to build on children's current skills. She understands the importance of activities focusing on children's fine motor skills to develop their muscle strength ready for early writing. For example, she encourages children to use pipettes to squeeze coloured water onto cotton wool pads and explore colour mixing.

Children behave well. The childminder consistently reminds children of rules and boundaries and why they are in place. Children understand why some behaviours can be unsafe. They learn to be kind to others through sharing and turn-taking activities. Children choose resources from a song bag one by one. They listen to each other's choices during song time.

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

- The childminder organises visits to the local area with children, such as to the local park, library and playgroup. They also meet with other childminders in the local area so that children can socialise. The childminder takes children for walks in different types of weather and gives them opportunities to explore their local area.
- The childminder understands the importance of developing children's communication skills. She narrates and models new language during activities. For example, in the garden, the childminder names different herbs that children are exploring and encourages them to repeat these. However, the childminder does not consider gaining more specialist support when children need it, which would ensure that children continue to make progress in their language development.
- The childminder plans specific next steps in learning for all children. She uses their next steps to plan activities so that each child's learning is accommodated during her teaching. The childminder assesses children regularly to ensure that their next steps are still relevant. She shares these with parents and carers so that they are aware of what skills their children are focusing on.
- Parents are pleased with the childminder's dedication to her role. They

specifically mention the 'little things' the childminder does for their family. The childminder keeps parents well informed using pictures and messages throughout the day. She supports parents to continue their child's learning at home with activity ideas and through discussions.

- The childminder gives children opportunities to develop their physical skills. Children practise their fine motor skills by threading beads onto string. In the outdoor area, children climb, balance and slide safely on the resources. The childminder allows children to take age-appropriate risks to build their confidence and gross motor skills.
- Children are confident. They feel comfortable with visitors in the childminder's home. The childminder encourages children to be independent and practise skills, such as putting their own shoes on, ready for school. Children are able to make choices throughout their day, such as during mealtimes. This gives children autonomy and the confidence to express their own thoughts and feelings.
- The childminder understands the importance of a healthy diet. She provides food that is nutritious and balanced. The childminder discusses with children where fruits and vegetables come from during mealtimes. Children also grow fruit trees in the outdoor area. This gives them the knowledge of how they access food and where it comes from.
- The childminder understands the importance of ensuring that her knowledge is up to date. She recognises when she feels she needs refresher courses on certain aspects of her role and accesses these. The childminder uses training courses to evaluate and change her practice. For example, new knowledge on nutrition has resulted in a review of the food she provides.

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:

- build relationships with outside agencies to support children's communication and language further.

Setting details

Unique reference number	2767283
Local authority	Calderdale
Inspection number	10410578
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	2 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Abby Clarkson

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of education and assessed the impact this has on the children's learning.
- The inspector and the childminder completed a joint observation.
- The inspector discussed with the childminder how she evaluates the provision.
- The inspector took account of written testimonials from parents.

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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