

Childminder report

Inspection date:

26 September 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 enjoy attending and settle quickly on arrival. The childminder and those she works with provide a homely environment, and children respond positively to the kind and caring approach. She is clear about what she wants children to learn and why. The childminder promotes children's independence, social skills and communication and language development. The childminder warmly welcomes children into the setting. Children demonstrate that they are happy in this caring, nurturing, home-from-home environment. The childminder forms strong bonds with the children, which supports their well-being. There is a clear curriculum intent and children experience a broad and balanced curriculum.

Children make independent choices in their learning activities. They confidently interact with the childminder and seek cuddles and reassurance from her when needed. Children develop skills and behaviours they will need in their next stage of learning. They listen carefully to instructions and show care and respect as they play. The childminder is a positive role model. She is sensitive and kind and shows real interest when talking with children. Children readily engage with her and have confidence that they will receive the support they need.

Tracking and monitoring of children's progress are effective. The childminder and those who she works with reflect collaboratively on the systems in place. They adapt and enhance these systems to ensure that they can accurately identify any gaps in children's learning and address these swiftly. All children make good progress.

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

- Children experience a curriculum that focuses on building positive relationships with others and developing confidence and resilience. The childminder regularly takes children on outings. For example, children enjoy getting on buses to take them to the seaside, visiting rare bird sanctuaries and taking walks into the local community. Children learn to interact with new people, show good manners and develop a curiosity and interest in new learning experiences. These new experiences promote their wider understanding of the world.
- The childminder knows the children in her care well. She adapts her interactions to meet each child's needs and carefully considers children's individual stages of development. Children's choices are valued and respected by the childminder and those who work with her. For instance, children choose how they would like to complete the activities that the childminder plans for them.
- Settling-in procedures are carefully planned and child-focused. The childminder gathers detailed information from children's families prior to them starting. This includes information on allergies, medication needs and personal preferences,

which enables a smooth and safe transition. She offers flexible settling-in sessions, allowing children to gradually build confidence and become familiar with the environment.

- The childminder provides a language-rich environment. She comments as children play and introduces new words such as 'addition' and 'similarities' as the children add their coloured number pegs together. She engages children in conversation and asks questions. However, she does not use questions to challenge children's thinking skills to extend their learning. Despite this, children make good progress with their communication and language skills.
- The childminder supports children's mathematical skills well. She models counting during daily routines, which results in children beginning to use numbers in their own play. The childminder helps children to learn language to describe size, shape and measure during a role play activity in the play kitchen.
- Snack routines are well established. Children independently wash their hands and select and prepare their fruit. This supports their self-care and independence. The childminder encourages discussions about healthy foods, explaining how different foods affect their bodies, such as how vegetables help them to grow 'big and strong'.
- The childminder has established effective links with local schools, contributing to smooth transitions when children move on to the next stage of their education. She shares reports with schools and liaises with teachers to provide a comprehensive understanding of each child's learning journey.
- The childminder and those who she works with reflect regularly on the service they provide. They have discussions with parents and make adaptations where necessary to meet children's and families' needs effectively. The childminder shows a dedicated commitment to her professional development and attends regular training.
- Parents and carers speak highly about the childminder and have built warm, positive relationships with her. Parents value the regular updates they receive on their children's development through daily face-to-face communication, helping them support their child's learning at home.

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:

- improve questioning skills to consistently build on children's thinking skills to extend their language and learning further.

Setting details

Unique reference number	2772904
Local authority	Kirklees
Inspection number	10420416
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2024 and works in the village of Kirkheaton in Kirklees. The childminder holds a Level 6 childcare qualification. She operates all year around from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and Christmas. The childminder provides government funded early education. She works with a co-childminder and assistants.

Information about this inspection

Inspector
Rachael Barrett

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection.
- The inspector took account of written views from parents and carers.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of other records.

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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