

Childminder report

Inspection date: 27 March 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The highly experienced childminder works closely with two co-childminders to provide a wonderfully nurturing environment for children. She is dedicated to giving every child the very best early years experience. The childminder prioritises building excellent relationships with the children and their families and goes above and beyond to achieve this. For example, she carries out visits to children at home prior to them starting to begin building the foundations of the secure relationships.

The strong relationships that the childminder builds with children help them to feel extremely safe and able to express themselves with confidence. For instance, when it is time to go indoors, children respectfully explain that they are not quite ready. The childminder listens carefully to children's request, and they come to a compromise. Children stick to the agreement without any further reminders. Ultimately, children feel listened to and respected and, in turn, they behave exceptionally well. They learn important social life skills that prepare them well for the future.

Children benefit greatly from the childminder's expert knowledge of child development. She has developed a strong curriculum that is highly personalised so that each child can make the maximum progress in their learning and development. The childminder's superb interactions with children provide children with knowledge and skills that build over time. Children are eager to learn and sustain concentration for extensive periods of time. They make excellent progress across all areas of their development.

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

- The childminder's curriculum is extremely well thought out and highly personalised for individual children. The childminder uses her excellent understanding of each child to plan exciting experiences and activities guided by children's interests to build on what they already know and can do. The childminders use a blend of flexible topics to introduce new knowledge to children.
- Children develop a splendid love of books and stories. Books are an integral part of the day and feature in almost all activities. Children have delightful discussions about one another's favourite story and share personal experiences of watching 'Room on the Broom' at the theatre. The mutual love of stories fosters a real sense of community between the children as well as promoting literacy.
- The childminder's positive approach to collaborative play is shared by children. They offer encouragement to each other as they try to negotiate the obstacle course and proudly celebrate each other's achievements. This shared

enthusiasm promotes children's self-esteem and perseverance.

- The childminder carefully considers the impact of transitions on children's emotional well-being. She gathers key information from parents about children's interests and development before they join her. She uses the information to plan engaging experiences for children. She invites teachers to visit children at her home before they move on to school. This supports smooth transitions for children.
- Routines are very well embedded, and children know exactly what is expected of them. For example, children, including very young children, follow the routines with ease. They make their way to wash their hands when they know that lunch is about to be served. The day runs smoothly without disruption.
- The childminder supports children's communication and language exceptionally well. She introduces new vocabulary to children such as 'amphibian' and 'pupa.' She encourages children to practise their speaking skills at every opportunity. Children become wonderfully confident in their communication skills as they spend much of the day engaged in meaningful and interesting conversations with the childminder and each other.
- Parent partnerships are strong, and parents are tremendously happy with the care and experiences provided by the childminder. They appreciate the childminder's excellent communication with them through daily messages and regular newsletters. Parents like the 'personal touch' that the childminder extends to the wider family as well as children.
- The childminder works hard to build relationships with other professionals. She shares important information with other providers when children attend more than one setting. She makes links with the local school and attends school events with children. This means that children's needs are met consistently, and children make excellent progress in their learning.

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	303508
Local authority	Calderdale
Inspection number	10380569
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 1997 and lives in Greetland, Halifax. The childminder holds an appropriate qualification at level 3. She works alongside her daughters, who are also registered childminders. The childminder operates all year round from 7.30am to 5pm, Monday to Thursday, except for family holidays and bank holidays. The childminder offers government-funded places for childcare.

Information about this inspection

Inspector
Natalie Stringer

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided relevant documentation for the inspector to look at.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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