

Childminder report

Inspection date: 9 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's setting is warm and friendly. Children happily explore the spaces and follow the childminder where she goes. They feel safe and secure. Children demonstrate this as they approach visitors, showing them their books and toys. They enjoy a variety of activities, including crafts, jigsaws and regular time outdoors. The childminder takes children on morning walks in the community. They visit music groups, playgroups and the library. The childminder uses these experiences to support children to develop socially and get to know other children. During these walks, the childminder encourages children to talk about the environment and develop their understanding of the world. The childminder's curriculum supports children's independence skills and teaches them to play cooperatively with others. She supports this by encouraging children to try to do things for themselves first, such as twisting the glue stick up. Children lead their own play, and the childminder supports with communication development. For example, she shares new vocabulary, such as 'bird's nest'.

Children's behaviour is very good. For example, they get each other's water cups and share the toys well. The childminder reinforces the use of manners. Children repeat 'please' and 'thank you'. The childminder reinforces turn-taking. Children understand having to wait their turn, which they do well. Songs fill the air at the childminder's home, and children's singing floats down the driveway. Children enjoy jumping up and down to action songs. The childminder promotes children's independence, such as by encouraging them to brush their teeth after lunch. Children excitedly run to get their brushes and shout 'brushing'. This supports positive experiences around oral hygiene.

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

- The childminder provides a kind and nurturing environment where children feel confident. She offers a lot of space and resources for children to independently access. Children feel at home and move about the space easily.
- The childminder knows children well. She shares lots of photos with parents and carers about their children's day together. The childminder plans activities that children will enjoy. She assesses children's development and knows what they need to learn next. However, the childminder does not consistently use her knowledge of individual children's next steps in learning when planning some activities. This does not extend children's learning and development further.
- The childminder plans a variety of activities to support children to thrive in their physical skills. For example, children enjoy painting and picking up objects with tweezers. They develop their fine motor skills well. Children demonstrate strong gross motor skills, such as when they climb and use the slide outside.
- Overall, the childminder supports children's communication and language skills,

such as through singing songs and reading stories. Children show their listening skills as they hear sirens in the distance. The childminder explains it is an ambulance. This helps children to develop their vocabulary and understanding of the world around them.

- The childminder uses verbal communication consistently throughout the day. However, sometimes, she asks several questions at one time. This means children do not have time to process, think or understand the question before replying. The childminder does not pause after asking questions to give children time to formulate a response.
- Children's well-being is well supported. The childminder gives feedback to children during tasks. She praises children as they achieve their results, such as when they categorise objects into colours. The childminder develops children's mathematical knowledge. For instance, she encourages them to count objects.
- Parents are highly complimentary of the childminder's caring and fun nature. They comment on their children having lots of fun creating crafts. Parents mention they feel reassured, as they receive photos throughout the day. They say that their children love coming to see the childminder and do not want to leave at the end of the day. Parents appreciate the advice and support the childminder gives them.
- The childminder reflects on her practice and adapts it when things do not work. She asks children what they would like to do next. When younger children need support, the childminder adapts the activity. She changes to an age-appropriate book or sings their favourite songs to engage them.
- The childminder promotes children's independence skills. She encourages children to have a go themselves. When children find things tricky, the childminder supports them to continue trying. For example, she supports them to stick small stickers on paper or twist paint sticks up and down. Children persevere with tasks and are comfortable to ask for help.

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:

- take account of children's individual next steps in learning more consistently when planning activities so that they continue to build knowledge and understanding
- develop the use of questioning to ensure that children have time to think and process the question before replying.

Setting details

Unique reference number	303542
Local authority	Calderdale
Inspection number	10392149
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 August 2019

Information about this early years setting

The childminder registered in 1998 and lives in the Central Park area of Halifax. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Laurafay Muranka

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 early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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