

Childminder report

Inspection date: 4 June 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are kept safe and enjoy their time with the childminder. They form strong bonds and seek comfort from her. Children sit on the childminder's knee to enjoy a story that she reads with enthusiasm. The childminder gives children small tasks throughout the day. Children take great delight in these jobs and feel a sense of responsibility. For example, children wipe the table after snack and turn off the music player. Children take great delight in creating a name badge for the inspector to go on their self-registration table. The childminder gives children marbles to put in the 'kindness jar' to celebrate moments when they are kind to their friends. Children are then able to collectively choose a special treat when the jar is full.

The childminder is passionate about her role and cares deeply for the children in her care. She joins in children's play and shows high levels of enthusiasm and energy. Children make progress in their learning and outcomes are good. The childminder identifies gaps in children's knowledge and learning through her assessments and observations. The childminder supports children's developing language skills well. Older children use a range of language confidently. For example, they explain how the caterpillars have gone into their 'cocoons'. The childminder models single words to younger children to support their developing vocabulary. This helps children to learn new words.

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

- The childminder is knowledgeable and experienced. She understands how to deliver a high-quality curriculum. The childminder plans a range of activities and experiences to support children's learning. For example, children enjoy learning about nature and looking for raspberries which are ready to be picked. However, on occasions, the childminder does not fully adapt her teaching or implement these activities in the best way. As a result, some activities are too difficult for the youngest children to help them excel in their learning.
- The childminder completes a range of assessments that she shares with other settings children attend. This ensures there is continuity in children's learning. The childminder supports children's transitions to other settings and schools well. She invites teachers into her home to share her knowledge of children. This also ensures that children can meet their teachers in a place they feel comfortable.
- Children benefit from a dedicated play room and ample outdoor space. The childminder encourages children's independence skills, such as putting on their own shoes. However, there are times throughout the day when the childminder does not manage transitions between daily routines as well as possible. For example, sometimes, she does not provide children with the clearest messages about what is happening now and next. This means there are occasions when

children become confused and easily frustrated.

- The childminder supports children's independence when using the bathroom. She ensures that she is respectful of children's privacy. For example, the childminder turns around when children are using the toilet and ensures that the door is closed. The childminder supports children in the early stages of toilet training by communicating with them. Older children confidently use the bathroom and wash their hands. The childminder explains the importance of handwashing.
- Parents comment they are very happy with the childminding provision. The childminder has formed effective partnerships with parents and carers. She goes above and beyond her role in supporting children and their families. For example, the childminder supports children and their families through a range of transitions, such as offering additional support with transitions to school and nurseries, and supporting families when children have new siblings.
- The childminder has a good understanding of her safeguarding duties. The environment is risk assessed well, indoors and outside. The childminder ensures her training remains up to date, and she attends regular network meetings. This helps to protect children from harm.

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:

- develop the curriculum further to help adapt teaching and enhance the implementation of activities for all children
- develop routines and provide clearer messages about what is happening now and next to provide further learning opportunities for all children.

Setting details

Unique reference number	303679
Local authority	Calderdale
Inspection number	10392907
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	4
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 1996 and lives in the Wainstalls area of Halifax. She operates all year round, from 8am to 6pm, on Tuesday and Wednesday, except for family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Amy Whiting

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 the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025