

Childminder report

Inspection date: 18 September 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

Children are excited to attend the setting. They settle quickly and thrive on the affectionate greeting and cuddles they receive from the nurturing childminder, with whom they have formed a secure attachment. This helps children to feel safe, secure and happy. The childminder plans a generally effective curriculum that helps children to progress well and be ready for future learning. For example, children love looking at books independently, listening to favourite stories and singing. These activities form a large part of the childminder's curriculum for the development of children's communication and language skills, which are excelling.

The childminder helps children to develop their physical skills. These are important in supporting children's early writing when they start school. For example, children use their feet to manoeuvre sit-and-ride toys and enthusiastically join in with action songs such as 'Head, Shoulders, Knees and Toes'. They post dried pasta shapes into an empty plastic milk bottle as they make their own musical instrument. Children learn important social skills as they follow the childminder's simple expectations and good role modelling, such as learning to use good manners. The childminder provides opportunities for children to learn to mix with other children, for instance by attending toddler groups.

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

- The childminder works in excellent consultation with parents to settle new children in. She plans flexible settling-in programmes that are tailored around each child's individual needs, to support their emotional well-being. As part of this, she gathers important information about each child's uniqueness, home routines, likes and interests, for example.
- The childminder continuously shares information with parents. For example, she discusses children's progress and aspects of their development they can support together, such as toilet training. The childminder also shares photos that capture children's development. Parents express highly complimentary feedback.
- The childminder continuously observes and assesses children's progress and provides varied activities and learning opportunities. She generally has learning intentions for what she wants children to master next. However, these do not always fully align with the sequence in which children learn new skills.
- The childminder combines children's interests with the development of their hand-eye coordination and creative skills. For example, children use painting resources to decorate a milk bottle. After leaving this to dry overnight, children are excited to resume the activity by filling the bottle with pasta shapes. The childminder shakes a maraca and encourages children to listen to the sounds as they shake their own instrument.
- Children show high levels of engagement during activities led by the childminder,

although they sometimes lose focus when leading their own play. This is because unnecessary toys and furniture reduce some of the available space in the play room.

- The childminder builds on children's rapidly developing speech effectively. For example, she models language exceptionally well through her narration and reads stories in an exciting and engaging way. Children delight in listening to the same story, which they are clearly familiar with. They notice intricate details in a book and the childminder weaves in early mathematics, such as counting.
- The childminder motivates children with her enthusiasm. For example, she joins in with the 'Teddy Bear, Teddy Bear' song, which children impressively recall. The childminder and children laugh and have fun together as they carry out the actions, such as spinning around.
- The childminder promotes children's all-round good health effectively. For example, she provides healthy snacks and nutritious home-made meals, and she ensures children have ample fresh air and exercise. For instance, children visit soft-play centres and develop confidence in using apparatus in the park.
- The childminder links closely with her local authority and childminding colleagues to reflect on her practice, implement new ideas and keep up to date with changes. This includes the renewal of training that helps to promote children's welfare. However, she has not considered how she could target continued professional development more precisely on aspects that would strengthen teaching and learning.

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:

- consistently set out clearer intentions for children's next steps in learning to align these more closely with their stage of development
- enhance the organisation of space and resources, to support children's independent play, focus and engagement
- target continued professional development on aspects that will strengthen the quality of teaching and children's learning.

Setting details

Unique reference number	310888
Local authority	Kirklees
Inspection number	10407600
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 1995 and lives in Huddersfield. She operates Monday to Thursday, from 7.30am to 5pm, term time only. The childminder offers government funded childcare.

Information about this inspection

Inspector

Rachel Ayo

Inspection activities

- The inspector observed the safety and suitability of the childminder's premises.
- The childminder discussed how she organises the early years provision and implements her curriculum.
- The inspector observed the quality of education and the childminder's interactions, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector gained parents' feedback during the inspection.
- The childminder shared a sample of documents with the inspector, including photos capturing children's learning.

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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