

Childminder report

Inspection date: 23 May 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 happy as they explore confidently and make their own decisions about their play. They seek support from the childminder to help them to achieve their goals, such as when they want to explore the play kitchen and doll's house. Children ask to play outside and enjoy exploring the garden as they climb slides and dance with plastic hoops. They giggle as the childminder joins in with their play. Children display excellent social skills from a young age. They grow a strong sense of self as they thrive from having a caring relationship with the childminder.

Children love to read. They explore books with enthusiasm. Children use advanced communication skills as they play. The childminder supports children to read books, and they display a love for storybooks. She supports children's understanding of the story by encouraging them to match toy animals to illustrations in the books. Children use their imaginations as they act out roaring like lions and quacking like ducks. They listen attentively and share the childminder's passion for reading. Children's communication and language skills blossom, as a love for reading is central to their learning.

Children receive attentive interactions from the childminder during routines and activities. The childminder plans teaching around children's current interests, such as animals and dinosaurs. Children move on to pre-school with the skills to be keen learners. They show resilience to their learning, helping them to be successful. The childminder plans a curriculum that ensures that children have a positive start to their education.

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

- Children make progress from their starting points in development. The childminder makes observations of purposeful activities, such as when children learn basic emotions through hand puppets and mirror play. Children express themselves as they learn to understand how they feel. This supports children to be emotionally secure.
- The childminder uses relevant guidance to assess the skills children need to practise more across all areas of learning. She knows what she wants children to learn. However, at times, the childminder does not consistently incorporate children's individual next steps in learning into their play or all activities. At these times, the childminder does not promote children's learning at a timely pace.
- Children explore outside. They enjoy planting and learning about bees. Children use their large and small muscles to control their bodies when climbing slides, exploring pretend dinosaurs in trays and digging in soil. They use advanced coordination and navigation skills. The childminder teaches children to have a go and builds on their gross motor skills, helping children to be physically confident.

- The childminder communicates well with children. She provides clear and age-appropriate support through use of speech, gestures and body language. The childminder allows time for younger children to respond when asking questions. Children know they are listened to and learn how to listen to others. Children are excellent communicators.
- Children behave well. The childminder defuses minor conflicts over sharing and taking turns to choose stories. Children display affection to one another as they cuddle each other when saying sorry. The childminder models the behaviour she expects. She explains boundaries clearly and empathetically. This helps children to learn to navigate their emotions from a young age.
- Children are independent. They participate in self-care routines, such as putting on their own sun cream and shoes and washing their hands. They use their fine motor skills to peel bananas and oranges at snack time. The childminder provides children with ample support and opportunities to learn the appropriate skills to be self-reliant.
- Children are patient and considerate. They cooperate with care routines and give privacy to others when needed. The childminder carries out nappy changing privately, and children show respect to others by allowing space for their peers to use the potty and toilet. Children learn appropriate boundaries and are respectful from a young age.
- Community links are strong. Children enjoy outings to parks, craft workshops, museums and sporting events. They thrive through having a strong presence in their local community, as the childminder teaches them about the differences of others. They are inquisitive and inclusive to diversity.
- The childminder is passionate about her role, dedicating her expertise to supporting children and their families. The childminder does regular training and ensures her skills and knowledge are current. The childminder's safeguarding knowledge is relevant, and she shares her knowledge with parents and carers.
- Parents praise the childminder for her flexible care and support. The childminder updates them about their children's care and learning needs regularly. Children join school with the skills they need to thrive.

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 next steps in learning more precisely during their play and activities.

Setting details

Unique reference number	310951
Local authority	Kirklees
Inspection number	10392938
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	5
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in Dewsbury, West Yorkshire. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Jade Charlton

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 her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The 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 the children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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