

Childminder report

Inspection date: 30 June 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 childminder designs an ambitious curriculum that is exciting and highly stimulating. She is responsive to the developmental needs and interests of children. Every child embarks on a personalised learning journey that gives them the knowledge and skills they need for the future. Children are incredibly curious with a real love of learning. At every opportunity, they are highly engaged in the stimulating indoor and outdoor environments. This helps all children to make outstanding progress in all areas of their development.

Children have a range of opportunities to appreciate the world around them in the forest area. They excitedly hunt for ladybirds, beetles and birds with binoculars and magnifying glasses. Children remind each other to stand still and not be scared when a bee approaches them. This is learning embedded from their trip to visit a beekeeper. Children use tools to help build wooden planters to grow fruit and vegetables.

Children are resilient learners who show extremely positive attitudes to tackling challenges. The nurture and praise they receive helps them to develop 'can-do' attitudes and independence. Behaviour is excellent. Children are incredibly kind to each other. For example, they offer to help others without any prompt, which creates a harmonious environment.

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

- Children influence all elements of what the childminder does. They take ownership over their own learning and discovery. The responsive childminder skilfully nurtures their talents and interests. For instance, when children are interested in space, the childminder quickly responds to this. Children have complex vocabularies and use elaborate words to name planets and moons. They enjoy sharing their knowledge and influencing other children's interests and understanding.
- Children are extremely articulate and hold thought-provoking conversations. At every opportunity, the childminder's interactions with children help to develop their critical thinking and problem-solving skills. Children experiment with transporting water from one container to another and melting ice to free frozen animals. They discuss their natural habitats and climates and how this differs to trips to the zoo. Effective questioning encourages children to make predictions and try new ideas.
- Children fondly recall their weekend experiences with confidence and listen to others attentively during group time. The childminder sensitively involves younger or quieter children to ensure that no child is left behind. Furthermore, she implements ways to ensure that everyone can have their voice heard and

their needs met. This includes the use of Makaton and carefully targeted communication and language intervention.

- Children learn about the world around them through a wealth of learning opportunities. They visit town centres, take public transport and enjoy trips to the cinema, library and supermarket. The childminder takes children to shop for new fruits from around the world that they have not tasted before. These experiences extend their social skills, confidence and appreciation of the diverse, wider world.
- Children develop a love of reading and books as they listen to stories with attention and focus. They demonstrate their learning as they re-enact stories. The childminder supports older children to form letters correctly and models letter sounds with correct pronunciation, when they are developmentally ready. This gives children early literacy skills ahead of their move on to school.
- The childminder provides excellent opportunities for children to develop coordination and control as they use hammers to break ice, squeeze bottles filled with water and roll dough. Younger children use chunky chalks to make large movements. Older children practise their dexterity and control to form letters from their name. Children benefit from the outdoors in all weathers. They move freely and with confidence and are encouraged to be physically active in a range of ways.
- The childminder builds strong relationships with parents and carers. They report that she is an 'extension of their family'. Parents are well informed about children's development through detailed newsletters and daily conversations. Furthermore, the childminder shares important advice about online safety and toothbrushing. Parents utilise the 'lending library', and children have home-learning bags to extend learning at home.
- The childminder is extremely reflective in her practice. She takes a proactive approach in continuous improvements and professional development. For example, she reads lots of literature around teaching approaches and reflects on how she can implement these into practice. Comprehensive action plans are in place. These include monthly development targets for adults, children and the environment. Children contribute their own ideas in evaluating the setting. They complete questionnaires, which influence activities, outings and meal choices. Children's views and opinions are quickly considered and responded to; their voice continuously influencing decisions.

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	311032
Local authority	Kirklees
Inspection number	10376277
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 11
Total number of places	12
Number of children on roll	21
Date of previous inspection	23 May 2019

Information about this early years setting

The childminder registered in 1997 and lives in the Heckmondwike, West Yorkshire. She works with two assistants. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector

Jessica Copland

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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