

Childminder report

Inspection date: 28 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children, who have only recently started attending, are very settled. They enjoy their time in the welcoming and fun setting. Children have close bonds with the loving childminder, who creates a calm and nurturing environment. This helps children to feel happy, safe and secure. The childminder is an excellent role model who helps children to develop important social skills. For example, she sits and eats fruit with children and introduces discussions around where dairy products come from and how they strengthen their bones. The childminder shows kind and respectful behaviour and sets simple expectations, which children readily follow. Children receive ample praise and encouragement, which helps them to flourish and develop high levels of confidence and self-esteem.

Overall, the childminder helps children to make good progress and prepare them for their future learning. For example, she supports children to develop good levels of independence during well-organised daily routines. The childminder teaches children to follow good handwashing procedures before retrieving healthy snacks from the fridge. Older children develop good small-muscle strength and hand-eye coordination. This creates a strong foundation for their future writing skills. For example, children stab strawberries with a fork and learn how to use a syringe during an exciting water activity, focusing intently while drawing in water then forcing this through the tip.

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

- The childminder works closely with parents and carers to gather important information that helps her to promote children's emotional well-being as they settle in. As part of this, she finds out about children's home routines and if they have any special items they might wish to bring to the setting to offer a source of comfort for them.
- Once children are settled, the childminder assesses their developmental stage in consultation with parents, in order to plan for children's future learning. However, some activities, such as those which combine the development of early mark making and small-physical skills, are too advanced for younger children.
- The childminder shares photo booklets that capture children's learning with parents. She discusses how they can support children's next steps in learning together, such as helping them to develop more confidence in their large-physical skills. The childminder supports this, for example, through visits to the park.
- The childminder exchanges certain information with nursery staff. However, this is not yet specific enough to fully promote continuity in children's care and learning as they move between settings.
- The childminder motivates children and encourages them to test out their ideas

as they explore early science and mathematical concepts. For example, children are mesmerised as they closely observe ice cubes melting under the flow of warm water. The childminder encourages children to count the smaller pieces of ice that this creates.

- The childminder helps children to develop a love of stories and books to support their development of speech and future reading skills. For example, children closely study illustrations of aquatic creatures. They match these to the 'under the sea' small-world toys that are scattered in the water tray and hidden in the ice cubes.
- The childminder continually builds on children's communication skills as she narrates during care routines and as children play. However, at times, when children do not know the answer to a question, the childminder does not follow this up to expand on their vocabulary and new knowledge. This includes, for example, naming sea creatures that children are less familiar with.
- The childminder weaves in new ideas as children enjoy the water activity. For example, she encourages them to squeeze the sponge 'really hard' to fill up utensils and to catch, and count, the fish in a small handheld net. This helps children to develop further mathematical and small-physical skills.
- The childminder builds on children's imagination and early technology skills as they play with dough. For example, she models how to make 'buns' by rolling dough around the palm of her hand, which children copy. Children press buttons on the electronic toy microwave as they pretend to cook the 'buns'.
- The childminder reflects on her practice in various ways. For example, she shares ideas with childminder colleagues and links closely with her local authority adviser to keep up to date and improve her practice.

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:

- refine the planning of activities for younger children so that these are more precisely aligned to their stage of learning
- expand on the opportunities for older children to learn new vocabulary and knowledge
- strengthen information-sharing with other settings children attend, in order to fully complement children's care and learning.

Setting details

Unique reference number	EY216485
Local authority	Kirklees
Inspection number	10392893
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in the Marsh area of Huddersfield. She operates Monday to Friday, from 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The childminder discussed how she organises the early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector spoke to children during the inspection and viewed written feedback from parents.
- The childminder shared photographic evidence of children's learning and a sample of other relevant documents.

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