

Childminder report

Inspection date: 16 June 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 thrive in this nurturing and well-resourced environment. They form secure and trusting bonds with the dedicated childminder, who knows them and their families extremely well. For example, the childminder supports children well during the initial settling-in process. She sensitively supports children by gaining knowledge of their individual routines. This allows children to flourish from the start. Children demonstrate a clear sense of enjoyment with the childminder. This is evident as children seek out the childminder to include her in their imaginative play, showing visible delight when she participates. These warm and responsive interactions help children to feel valued and secure.

The childminder provides a thoughtful and ambitious curriculum that captures children's interests. She uses frequent outings in the local community to give children a strong sense of belonging and a rich understanding of the world. Children build confidence and valuable social skills, for example, by engaging with people of all ages at events, such as school performances. The childminder enhances children's understanding of the world further by planning hands-on experiences, such as visiting a garden centre to buy seeds to plant later. Children learn crucial safety awareness. For example, the childminder teaches children the 'Green Cross Code' on local walks, giving them vital and real-world skills.

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

- The childminder creatively extends children's learning, ensuring that activities are inclusive for all children. For instance, when she notices children are interested in mark making, she provides large rolls of paper and paint for outdoor art. The childminder prepares children well for school by creating unique transition books for each child. She reinforces this by working in close partnership with local schools to ensure a smooth process for every child.
- The childminder promotes children's social development well. They learn to be kind and respectful to one another and play cooperatively, such as independently initiating games like peekaboo. As a result, children develop a positive sense of self and learn to confidently express their own boundaries with friends. However, while the childminder responds calmly when some children struggle with their feelings, she does not consistently use the most effective strategies to help them to regulate and manage their emotions.
- The childminder provides varied opportunities for children to learn about and respect diversity. Children explore different cultures through engaging and hands-on celebrations, such as at Lunar New Year. They enthusiastically create dragon faces using different materials, and the childminder supports children to try new foods. The childminder plans these experiences to teach children to understand the diverse world around them.

- Children develop their physical well-being. For example, they build their gross motor skills outdoors using bicycles and a slide. The childminder develops children's fine motor skills, such as through construction play using small blocks and mark-making tools like pencils and brushes. She encourages children to learn to put on their own coats and shoes. The childminder supports children's health through discussions about healthy lunchboxes and by proactively planning a toothbrushing scheme with a local dentist.
- Children make good progress in their communication and language. The childminder nurtures their language and listening skills through daily interactions and story times, which help to build their vocabulary and a love of books. For instance, after reading the story of 'The Three Billy Goats Gruff', children confidently used language from the story in their play. However, while the childminder provides secure support for younger children's understanding, she does not consistently extend older children's learning with open questions to encourage them to think more deeply and share their own ideas.
- The childminder is a reflective and effective leader. She accurately evaluates her practice to identify personal training needs and supports any assistants she works with through open communication and joint training opportunities.
- Partnership with parents and carers is notably strong. The childminder maintains excellent communication through daily handovers. She works with families to support key milestones and celebrates these with parents. Parents are overwhelmingly positive, stating that the childminder goes out of her way to accommodate them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that put 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:

- enhance knowledge of how to support children's behaviour and understanding of their emotions
- use a range of questioning styles more effectively to support older children's learning and ensure that they have time to think, respond and share ideas.

Setting details

Unique reference number	EY232870
Local authority	Kirklees
Inspection number	10398739
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	11
Date of previous inspection	7 November 2019

Information about this early years setting

The childminder registered in 2003 and lives in Holmfirth, West Yorkshire. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare and works with an assistant.

Information about this inspection

Inspector

Josie Cumiskey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder discussed how she supports children with special educational needs and/or disabilities.
- 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.
- The inspector discussed how the childminder supports children with transitions.
- The inspector spoke to parents during the inspection, looked at parental feedback forms and took account of parents' views.
- The children spoke to the inspector during the inspection about what they enjoy doing at the childminder's setting.

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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