

Childminder report

Inspection date: 16 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

The childminder creates a caring and nurturing environment for all children. Children are confident, happy and settled. They thoroughly enjoy spending time in this setting. The childminder builds loving bonds with all children. She provides children with an abundance of encouragement and praise. This helps children to feel safe and secure.

The childminder creates an ambitious curriculum for all children. She knows children well and plans activities around children's interests to help them reach their next steps. The childminder plans meaningful outings for children. For example, she takes children to the farm and zoo to learn about different animals. Children have opportunities to socialise with larger groups of children when they attend playgroups. The childminder uses these visits to help children to make new friendships and extend their social skills.

The childminder is a positive role model. She continuously teaches children to use good manners, take turns and share the toys. The childminder provides consistently clear instructions to children. This helps children to understand the positive behaviour that is expected from them. The childminder plans activities that interest children. For instance, children smile with glee as they make dinosaur footprints in the sand tray.

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

- The curriculum for communication and language is implemented well. The childminder encourages back-and-forth conversations with all children. She introduces new vocabulary to children, such as 'rough', 'gritty', 'smooth' and 'sloppy', as they feel the texture of the sand with different amounts of water added. The childminder speaks slowly and repeats words, encouraging the children to copy and use the correct pronunciation. This helps to develop children's speaking skills.
- Opportunities to develop children's growing independence are promoted well. The childminder encourages children to take their own coats and shoes off. They wash their own hands before mealtimes and chop their own fresh fruit. Older children toilet independently and drink from open-top cups. This helps children to feel proud of the tasks they complete by themselves and prepares them for starting school.
- The childminder knows children well. She has a firm understanding of where children are up to in their development. She shares information about children's development regularly with parents and offers ideas of how they can extend learning at home. This helps to provide continuity in children's learning.
- The childminder works collaboratively with other professionals. For instance, she

makes timely referrals to other agencies to support children further with their speech development. The childminder follows their advice and guidance. This helps to ensure that children's individual needs are met.

- Overall, the curriculum for mathematics is promoted well. The childminder encourages children to recognise shapes within the environment and count objects. However, on occasions, the childminder does not introduce mathematical language into play, such as longer, shorter, heavier, lighter. This does not support children to gain a strong understanding of mathematical concepts.
- The childminder promotes diversity well. She teaches children about different cultures through books and discussions. The childminder helps children to learn about different festivals and celebrations. For instance, children learn about Chinese new year and have recently taken part in VE Day celebrations. Children enjoy playing with dolls of different ethnicities and with disabilities. This, all prepares children for life in modern Britain.
- Children are kind and caring. They readily share the resources and say, 'It is your turn' to their friends as they play alongside each other. Older children help younger children to pull their socks up so they can put on their shoes for outdoor play. Children show positive attitudes to their learning and are deeply engaged in the activities on offer.
- The childminder provides children with nutritious food and healthy drink choices. She teaches children about foods that are good for their bodies. Children have daily opportunities to be physically active outdoors. This helps to promote healthy life choices. The childminder understands the importance of promoting oral hygiene. Children practise tooth brushing using the childminder's pretend teeth, while discussing the importance of tooth brushing and visiting the dentist.

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:

- introduce mathematical language throughout play to give children a deeper understanding of mathematical concepts.

Setting details

Unique reference number	EY264317
Local authority	Kirklees
Inspection number	10392931
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Cleckheaton, West Yorkshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old and four-year-old children.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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