

Childminder report

Inspection date:

31 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in this welcoming home. However, the youngest children do not consistently benefit from good levels of engagement. Also, while the childminder attends to children's basic care needs, some aspects, such as following safer sleeping routines, are not applied consistently.

The childminder plans a curriculum that builds on older children's interests and what they already know. For example, older children take part in activities linked to familiar stories that promote healthy eating. These experiences are designed to strengthen children's small-muscle control through threading, while also introducing mathematical ideas, such as counting and colour recognition. The childminder uses songs and discussions to extend children's vocabulary and encourage children to express their ideas. This helps children to become more confident communicators. However, the childminder does not adapt activities to reflect the youngest children's stage of development. This means that younger children are not consistently supported to take part in learning or make good progress.

Children behave well and play cooperatively. The childminder encourages them to share, take turns and show kindness. She uses praise effectively to build children's confidence and support their emotional development. Children develop close relationships and show they feel emotionally secure. They receive a warm greeting and follow familiar routines, such as brushing their teeth after meals or helping to tidy up. These routines help children to feel safe and support their growing independence.

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

- The curriculum is implemented effectively for older children. For example, older children learn about fruit, count objects and recognise colours as they take part in story-based discussions. This helps to build their vocabulary, early mathematical skills and confidence when communicating with others. However, the curriculum is not yet ambitious or well planned for the youngest children. Babies and toddlers are often present during adult-led activities, but the childminder does not purposefully include them. At times, they play without adult interactions or access learning that is not tailored to their stage of development. As a result, younger children are not consistently supported to develop their early language, physical skills or ability to concentrate.
- The childminder understands how to identify and report concerns about children's welfare and has procedures in place to assess risks in the environment to keep children safe. However, she does not follow some routines consistently. For example, during the inspection, she does not carry out checks on sleeping

children as per her policy.

- The childminder introduces toothbrushing as part of the daily routine to promote healthy habits and support children's understanding of personal care. However, she does not consistently organise care routines effectively when managing multiple children. As a result, some children's individual needs are not consistently met, particularly when the childminder is working alone.
- Children show pride in their achievements and are keen to do things for themselves. They make choices throughout the day, such as selecting songs or choosing which story to read. This helps them to feel valued, supports their emotional security and builds their confidence in making independent decisions.
- The childminder builds effective partnerships with parents and carers through regular communication. She provides daily updates about routines and activities, which helps parents to remain engaged in their children's care and learning. This consistent exchange of information enables parents to support their children's development at home.
- Older children take part in activities that build on their learning during group times. For example, after sharing a familiar story, the childminder encourages children to explore related props and materials to act out scenes, describe what they see and feel and talk about the sequence of events. These experiences encourage rich conversations, extend children's vocabulary and promote early literacy.
- The childminder makes appropriate use of additional funding to support children's engagement and physical development. For example, she uses visits to play gyms to promote individual children's confidence and emotional regulation. This reflects a commitment to inclusion and narrowing gaps in children's learning.
- Children behave well. The childminder encourages them to share, take turns and show kindness. The childminder sets clear expectations and uses praise to reinforce positive behaviour. These consistent boundaries help children to feel secure and develop respectful relationships with others.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

develop the curriculum so that it is clearly sequenced and used effectively to plan purposeful and developmentally appropriate learning for all children, particularly babies and toddlers	30/09/2025
ensure that sleeping children are checked frequently and that sleep routines consistently promote their safety and well-being	31/08/2025
ensure that staffing arrangements meet children's individual needs.	31/08/2025

Setting details

Unique reference number	EY273259
Local authority	Kirklees
Inspection number	10399901
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 December 2019

Information about this early years setting

The childminder registered in 2003 and lives in Dalton. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides government-funded childcare.

Information about this inspection

Inspector

Sipra Deb

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder discussed how she organises her provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared a range of relevant documents to support discussions about leadership and management.
- The inspector took account of feedback from parents.

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