

Childminder report

Inspection date: 28 April 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 make good progress during their time in the childminder's care. They are happy, confident and settled. Children demonstrate good social skills. They chat to visitors about their play and favourite activities, such as trips to the local farm. Children behave well. They are polite and well mannered. Children play cooperatively. The childminder praises them frequently for their teamwork in completing tasks, such as preparing the table for lunch.

Children have good attention and concentration skills. They are keen to investigate and learn. A good balance of child-led play and adult-led activities keeps them busy and engaged. Children are confident to ask for help. They are beginning to dress themselves, use a knife and fork, listen and follow instructions. Children learn to hold a pencil correctly and are starting to recognise some familiar letters. The childminder promotes their independence in using the toilet and completing personal care routines. This means children are developing the skills they need for school.

Children choose what they want to eat from a range of healthy foods. They are learning about the natural world and where some of their food comes from. They grow strawberries and pick blackberries to eat as snacks. Children enjoy daily walks to school and develop their physical skills during outdoor play.

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

- The childminder plans her curriculum well using assessments of children's progress and information shared by parents. She identifies children's next steps and demonstrates a good understanding of how children learn. The childminder plans the learning environment around children's interests and activities they do at home. However, the childminder does not always implement her intended curriculum successfully to ensure children make the best possible progress. For instance, the childminder shows children a picture of sunflowers on a seed packet. However, she does not share the instructions with them to further children's understanding that information comes in a variety of formats.
- The childminder promotes children's early understanding of mathematical concepts. They explore quantity as they fill containers. They discuss whether they have more or less and whether their containers are full or empty. They group their toy animals and compare which is biggest or smallest. Children identify colours in their play, such as a yellow bowl and a purple dinosaur.
- Children use tools to scoop up items and tweezers to pick up small objects. This supports their motor skills, hand-eye coordination and spatial awareness. They pour jugs of water, strengthening the muscles in their arms when they lift them. Children colour pictures using chunky crayons and pencils. These activities help

children develop the skills they need for early writing.

- Children demonstrate excellent communication and language skills. The childminder talks to them throughout their play, providing commentary about what they are doing. She involves children in discussions and encourages them to share their ideas. The childminder uses words that describe textures of materials, such as hard, mushy and squishy. This helps children understand what they are experiencing and extends their vocabulary.
- The childminder shows children how textures change when water is added to objects, helping them begin to understand the physical properties of different materials. They observe how dry cereal falls out of a jug, but wet cereal sticks to the sides. Children laugh loudly when objects stick to their fingers. They are keen to investigate and try different objects to see which stick, or not. However, the childminder does not extend this to strengthen and embed their understanding. For example, she does not support children to understand how magnets help their trains stick together, or repel each other.
- Parents are highly appreciative of the care their children enjoy. They receive regular updates on their children's progress. They say the childminder helps children greatly with their social skills, confidence and resilience. Parents think it is a great setting for children of all ages, who enjoy fantastic trips out to the farm, parks and National Coal Mining Museum.
- The childminder demonstrates a suitable commitment to her own professional development. She keeps up to date with changes through training and independent research. She links with other childminders to share good practice. This means the childminder maintains a high standard of care and learning for children.

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:

- fully consider children's next steps and what they want children to learn from adult-led activities so that children are consistently challenged to make the best possible progress
- thoroughly explore what children already know and help them connect their learning experiences, so they strengthen their existing knowledge and are able to apply that knowledge to new concepts and experiences.

Setting details

Unique reference number	EY293637
Local authority	Kirklees
Inspection number	10388231
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 2004. She lives in the Kirkheaton area of Huddersfield. The childminder operates Monday to Thursday, from 7.30am until 5.30pm, and Friday 7.30am until 5pm all year round, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector spoke to children about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing professional development.
- The inspector carried out a joint evaluation of an activity with the childminder.

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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