

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

The childminder provides a safe and homely environment for children. Children show fondness towards the childminder. They use her name to ask her questions or tell her things that are important to them. Children chat naturally throughout the day about their families and upcoming birthdays. The childminder is warm and responsive to children's well-being. Children feel confident to ask the childminder for support when they need it, such as they ask her for a cuddle. The childminder is readily available to provide the emotional support that children need. Children quickly feel ready to go and play again. Children behave well. They respond positively to the childminder's gentle reminders of her expectations. For example, the childminder encourages children to wait for their friends to finish their snack before leaving the table. Children are polite and learn good manners.

The childminder has a clear idea of what she wants children to learn. She uses her knowledge of child development to observe what children can do. The childminder assesses children's development and plans next steps to help them to make progress. She provides meaningful activities and experiences based on children's interests. Children enjoy using their senses to explore the fresh straw and lavender set up with a pretend farmyard. They build on their existing knowledge as they learn the differences between a duck and a goose. Children enjoy planting their own beans after reading the story of 'Jack and the Beanstalk' together.

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

- Children learn about their community through the experiences that the childminder organises for them beyond her home. They regularly visit local parks and the local playgroup, which the childminder runs each week. Children enjoy joining in activities with other children. The childminder uses these experiences to help children to develop key social skills.
- The childminder introduces new vocabulary, such as 'compost' and 'spatula', to children through their play. However, the childminder does not always ensure that children hear the correct pronunciation of words. For example, the childminder uses words such as 'doggy' rather than 'dog' and 'bunnies' instead of 'rabbit'. This means that children do not consistently learn to use the correct vocabulary.
- Children have enjoyable opportunities to practise their physical skills. They move their whole bodies as they dance to music. Children follow the childminder's instructions to jump, clap and move in a variety of ways. They develop their hand-eye coordination as they use a spatula to flip pretend eggs and build compost castles using small plant pots. Children develop good balance and coordination.
- The childminder teaches children mathematical concepts. She encourages

children to count butterflies while looking at books together. The childminder models mathematical language as she compares the sizes of puppets. Children count backwards from five while singing songs. When children do not get it quite right, the childminder and children practise getting it right together. This helps children to develop confidence in their early mathematical skills.

- The childminder promotes children's health and hygiene. She encourages them to access fresh drinking water throughout the day. The childminder ensures that children wash their hands before eating. However, sometimes, the childminder is quick to assist children with routine tasks that they are capable of doing themselves. For example, she rolls their sleeves up, serves their fruit, pours their water and wipes their noses for them. This means that children do not have consistent opportunities to practise important self-care skills.
- Children develop good relationships with each other. They are friendly and greet each other warmly as they join the table for lunch. When there is an occasional minor disagreement, the childminder calmly reminds children to be kind to each other. Children make collaborative choices about their day. They choose together what activity to get out next and help tidy it away when they have finished. The day runs smoothly, which helps children to remain engaged in their play.
- The childminder builds good partnerships with parents and carers. She frequently shares information about their children's achievements and the next steps for their learning. Parents value the effective communication. They share information with the childminder on an ongoing basis. The joined-up approach helps children to make good progress in their development.
- The childminder completes mandatory training. She networks with other childminders to share knowledge and ideas. However, the childminder has not recently accessed any professional development that focuses on enhancing her practice further.

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:

- help children to learn the correct pronunciation of words to further promote their communication and language skills
- provide children with consistent opportunities to practise their self-care skills
- explore professional development opportunities to help raise the quality of practice even further.

Setting details

Unique reference number	EY296692
Local authority	Calderdale
Inspection number	10388368
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	3
Date of previous inspection	9 July 2019

Information about this early years setting

The childminder registered in 2004 and lives in Halifax. She operates all year round, from 7am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant. The childminder offers government funded childcare.

Information about this inspection

Inspector
Natalie Stringer

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about their curriculum and what she wants children to learn.
- The inspector observed the interactions between the childminder and children.
- A joint observation was carried out by the childminder and the inspector.
- 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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