

Childminder report

Inspection date:

27 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy their time immensely with the enthusiastic and fun childminder. The childminder creates a safe and stimulating environment in which children flourish. She knows individual children extremely well. The childminder is very attentive to children's needs and attuned to their emotional well-being. The childminder quickly recognises when children are not feeling themselves and offers comfort and reassurance when needed.

The childminder has high expectations for children's behaviour. She provides calm and clear explanations for children. The childminder skilfully asks questions that promote children's thinking skills about the possible consequences if they do not follow the rules. For example, when too many books are left out on the floor, she asks children what might happen to them. Children respond positively. They listen and act quickly to pick up the books so that children do not slip on them and books do not become damaged. Furthermore, the childminder shows the utmost respect for children. She ensures that children are afforded privacy while using the bathroom and having their nappies changed. This respectful culture contributes to the harmonious and positive learning environment that children benefit from.

Through her meticulous records of children's development, the childminder makes accurate assessments of children's development. She quickly identifies next steps for children's learning. The childminder supports the identified learning through her high-quality interactions with children. This helps all children to build extremely strong foundations for their future learning across all areas.

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

- Alongside the two co-childminders that she works with, the childminder skilfully designs a highly effective curriculum. She plans meaningful and exciting learning opportunities that are linked to focus topics and children's interests. For example, children visit a local smallholding to see the animals. This is in line with the current topic exploring spring and new life. It also extends from a recent family trip to a farm. The childminder provides a well-thought-out curriculum that maximises all children's learning.
- The childminder promotes children's communication and language development exceptionally well. She spontaneously sings songs and nursery rhymes with children throughout the day. The childminder engages in topical conversations with children. She introduces new words, such as 'salami' and 'jewellery', through play and storytelling. The childminder aids children's understanding of new words by relating them to their own experiences. Children quickly make connections. They use an extensive vocabulary as they become confident communicators.

- The childminder uses every opportunity to help children to learn key skills for their future success. At lunchtime, she delegates specific tasks to children. For instance, children hand out specific coloured cups to each of their friends. Children develop strong listening and attention skills.
- Children have excellent opportunities to develop secure independence skills. The childminder encourages children to try to do things for themselves. Children use cutlery independently. They put on their own shoes and pour drinks at mealtimes. The childminder offers meaningful praise for their efforts. Children feel confident to have a go and build deep resilience and high levels of perseverance.
- The childminder engages in wonderfully animated and imaginative role play with children. Children carefully wrap the childminder's arm with bandages while they pretend she is at the 'hospital'. Children remain engaged for extended periods. They practise key skills, such as their hand-eye coordination.
- The childminder is highly reflective. She recognises the value of continued professional development in strengthening her practice. The childminder acts on her reflections by accessing relevant training and networking opportunities. She strives to provide the highest quality experiences for all children in her care.
- The childminder develops superb relationships with parents and carers. They work in a truly collaborative way to ensure the best possible outcomes for children. The childminder regularly shares information about children's development with parents. She shares ideas of how to support children further at home and asks parents for feedback on their child's progress.
- Parents express great gratitude for the care their children receive with the childminder. They describe the childminder's setting as a 'place of joy' and 'magic' for their children. Parents credit the childminder with their children's excellent progress in learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY306005
Local authority	Calderdale
Inspection number	10380570
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2005 and lives in Halifax. She works with two co-childminders. The childminder operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She offers the government funded places for childcare. The childminder holds a qualification in childcare at level 2.

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 the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided relevant documentation for the inspector to look at.

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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