

Childminder report

Inspection date: 3 April 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the caring and friendly childminder in her safe and secure home. The childminder knows the children well due to her partnership with parents. She collects information on induction and through daily conversations with parents. This ensures that children's needs are met and results in them being confident and comfortable in this setting.

Children have lots of fun. They select from a good selection of resources and enjoy sharing their experiences with their friends. Children look at their 'giant fingers' as they use spaghetti to extend them and laugh at each other. The childminder uses quality interactions to ensure that children are consistently challenged and are making good progress in their learning.

The childminder supports children to explore their community and meet new people. For example, she takes children to visit places of interest, such as the local duck pond and library. The childminder visits a local group with the children to support them to make friends with children of different ages. This helps to develop children's confidence in building relationships with others. They fondly recall their regular visits into the local community, which extends their learning and knowledge of the world.

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

- Children demonstrate a good knowledge of early mathematical language and concepts. This is recognised by the childminder who provides quality interventions. The children confidently share their knowledge, 'One and two makes three' children tell the inspector as they play with their shapes. Children are developing skills that will enable them to move on to the next stage of learning.
- Children are confident communicators in this language-rich setting. They demonstrate a good knowledge of language that is supported well by the childminder. She checks children's understanding and provides clear explanations to extend their vocabulary. Children are building on learning to prepare them for their next steps.
- The childminder role models positive behaviour and good manners throughout her interactions with the children. Children proudly recall how they say 'thank you' to the bus driver on their outings and show consideration towards each other as they share their learning experiences. This is preparing them well for life, and they are becoming considerate members of society.
- The childminder knows the children very well. This enables her to develop a curriculum that meets the needs of the children currently attending. This is enhanced by quality interventions that consider the unique needs of each child.

This creates a calm learning space where children are encouraged to be inquisitive, which ensures that they are progressing well in all areas of learning.

- Children are learning to be independent and develop decision-making skills that they need in their future lives. They show confidence and resilience as they learn how to care for themselves and the environment around them. They choose their snack of crackers and butter and are very proud of the results of their buttering. Children use their established language to communicate their needs, to which the childminder promptly responds.
- This is a nurturing setting where children are learning about their own emotions and their impact on others. Children can recall how events made them feel. The childminder reassures children as they talk about their emotions and use resources to support the interaction. Children's emotional security is well supported, and they are gaining a good understanding of what makes them unique.
- Partnerships with parents are well established. The childminder has a good knowledge of the support that families can access. Parents state that they are very well supported. They know how to support and extend their children's learning at home, which means that children are making good progress. However, the childminder does not have established links with other providers that children attend to provide further continuity in their learning.
- Children are engaged in the outdoor area as they play with the bubbles and talk to their friends about their holidays. The childminder shows them the seeds they are going to plant, and the children are excited as they state their favourite colours. This area is well resourced. However, the childminder does not plan her outdoor environment well enough so that it sufficiently targets and extends children's learning.

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:

- develop communication and partnership working with other settings providing care for children attending the setting
- continue to enhance and improve the use of the outdoor play space to ensure that children can further develop their skills and learning outdoors.

Setting details

Unique reference number	EY319025
Local authority	Kirklees
Inspection number	10376234
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	3 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2006 and lives in Huddersfield. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector
Debbie Crookes

Inspection activities

- The childminder discussed how she ensures that her premises are safe and suitable.
- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector spoke with the childminder about her safeguarding knowledge and responsibilities.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector looked at written feedback from several parents during the inspection and took consideration of their views.
- The childminder provided the inspector with a sample of key documents 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.

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