

Childminder report

Inspection date: 7 May 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 are confident in their learning and show enthusiasm to explore the home environment. The childminder considers what she wants children to know and learn, and she uses her observations of them to inform her of how to plan learning opportunities for them. The childminder offers various stimulating toys to engage children as part of her planning. For example, children are able to play with dough and use accompanying resources to mould and manipulate it. This helps to develop children's fine motor skills, as well as their hand-eye coordination. Children select various resources, including toys and jigsaws that support their critical thinking as well as their communication and language skills. The childminder's outdoor area also provides opportunities for children to develop their physical skills, such as when using the climbing frame and the small vehicles. The childminder also provides opportunities for children to explore the local area by visiting playgroups and parks.

The childminder works hard to develop and maintain positive relationships with the children in her care. This enables children to feel safe and secure. The childminder also provides consistent daily routines that support children's development and feelings of stability and security. She promotes positive relationships with children and shows affection for them. The childminder speaks to children with respect, which encourages them to do the same to others. She values children's ideas and opinions and takes account of these when planning activities and outings.

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

- The childminder takes time to get to know and understand the children in her care, so she knows how to help them develop and learn. For example, she considers a balanced curriculum that focuses on developing children's physical, social and communication skills. This supports children's learning and development.
- The childminder takes children on regular outings, including to parks, play gyms and meeting up with other childminders. She uses these outings to enable children to further develop their social and interaction skills, as well as providing them with further opportunities to build on their physical and communication skills.
- The childminder talks to children while they play and asks questions to assess their learning. For example, while completing a jigsaw, the childminder asks children to consider pieces that have 'straight' or 'smooth' edges on them, to support children's understanding of how to complete a jigsaw. This encourages children's critical thinking skills, as well as early construction and mathematical concepts linked to measurements.
- The childminder supports children's communication and language development.

She does this by listening to their conversation skills and then applies this knowledge to introduce new words to the children, such as 'rolling', 'heart' and 'pattern'. This broadens children's vocabulary range and knowledge. Children are also confident to talk about what they enjoy doing and engage in meaningful conversations with the childminder. Children share their ideas and listen to others when they speak, which develops their social skills.

- Parents and carers report that they are happy with the care and learning their children receive. They say that their children enjoy their time with the childminder, are happy and that they value the variety of activities provided. Parents use words such as 'nurturing' to describe the childminder's setting.
- The childminder works hard to develop consistent routines for children. She meets children's needs promptly as she is quick to act. The childminder is able to recognise when children need further stimulation in their learning or comfort. She supports children with their understanding of what comes next. This enables children to feel comfortable and confident while in the childminder's care.
- Although the childminder uses her observations of children's interests and capabilities to plan for their next stages of development, she does not always use this information effectively when planning activities. For example, the childminder acknowledges when older children are ready to develop early literacy skills, however, does not include this area of development in some planned activities. This does not support children to extend their 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:

- make better use of knowledge of what individual children need to learn next when implementing activities to further support their learning.

Setting details

Unique reference number	EY342096
Local authority	Kirklees
Inspection number	10392853
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in the Lindley area of Huddersfield. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3 and is eligible to provide government funded childcare.

Information about this inspection

Inspector

Marie Briggs

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector spoke to the children about what they like to do.
- The inspector carried out observations of activities that the childminder provided and her practice.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on the children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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