

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 are happy, confident and settled in the childminder's home. They explore the play areas and the interesting outdoor space with delight. For instance, children follow a colour-mixing chart to make different 'potions' in the garden. They skilfully practise pouring and measuring to get to the right colour. The childminder encourages children to follow their interest in cars. Children create a large car wash to clean the ride-on cars. The childminder introduces new words such as 'bubbly' to describe the bubbles in the water and talks about 'squashing' the bubbles to pop them. This helps to extend children's range of vocabulary and their understanding of words.

Children make good progress from their starting points in development. The childminder identifies the skills she thinks children will need for their future learning. For example, she encourages children to be independent in their learning choices and personal needs. Children confidently choose what they want to play with and if they want to be indoors or outside. They know when to wash their hands and assertively say that germs can 'make you poorly if you do not wash your hands'. The childminder is a good role model. She sensitively supports children to build positive friendships with each other. Children learn how to treat others with kindness and respect. For instance, they talk about taking turns when playing games and how saying 'please' and 'thank you' shows good manners.

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

- The childminder plans activities and experiences that follow children's interests. She regularly reads stories, and children and the childminder enjoy taking part in action songs together. The childminder provides a commentary on children's individual play. However, during group activities, the childminder does not consistently use opportunities as effectively to introduce new language to the youngest children at their level of development.
- Children learn about taking care of the environment. The childminder introduces topics on recycling. They discuss how they pick up rubbish while out on their walks and how throwing rubbish on the ground is called 'littering'. Children use magnets to find metal objects that can be recycled. The childminder extends the experience by encouraging children to discover what other objects are magnetic.
- The childminder has developed her curriculum that is based on skills to prepare children for school. She wants children to have good listening skills, be helpful and to thrive and learn to live in today's world. However, the curriculum does not consistently consider the youngest children's current stage of development to enable them to gradually build on what they already know and can do.
- Children are exposed to mathematical concepts naturally through their play. They learn about size as they look through a magnifying glass. The childminder

discusses how they make things 'bigger'. Children enjoy learning about volume and capacity as they mix 'potions'. They measure out different quantities of coloured water to produce predetermined and new colours. Additionally, children learn about speed as they push cars down slopes.

- The childminder supports children's health and well-being effectively. She places a focus on children understanding about healthy lifestyles. Outside, the childminder plans activities every day to ensure that children practise their developing physical skills, while also benefiting from plenty of fresh air. The childminder provides healthy meals, and fresh drinking water is available throughout the day. Children learn about keeping their teeth healthy, such as through regular activities and looking at books.
- Children develop good bonds with the childminder. Parents and carers say that children ask if they can visit the childminder's setting, even when it is not their usual day to attend. Partnership with parents is good. Parents say that they are grateful for the care, love and attention their children receive and how the childminder goes 'the extra mile'. They feel that their children have come on in 'leaps and bounds'.
- The childminder reflects on her practice to determine where further knowledge could be gained. She attends courses to help her enhance her knowledge and makes good use of her professional development by introducing new learning into her practice. For example, she has gained a deeper understanding of early mathematics and has completed training on brain development and how to support children going through bereavement.

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:

- increase the focus on language development during group activities to help enhance and broaden children's vocabulary, appropriate to their ages
- develop the curriculum delivery to ensure that plans for children's learning take account of their current stage of development and enable them to build on what they already know and can do.

Setting details

Unique reference number	EY360130
Local authority	Kirklees
Inspection number	10392151
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 August 2019

Information about this early years setting

The childminder registered in 2007 and lives in Dewsbury, West Yorkshire. She operates all year round, except for family holidays and bank holidays. During term time, the childminder operates from 7am to 5pm on Monday to Thursday, and from 7am to 2pm on a Fridays. During school holidays, she offers sessions from 7am to 2pm on Tuesday to Thursday. The childminder holds a suitable childcare qualification at level 3 and offers government funded childcare.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- 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 the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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