

Childminder report

Inspection date: 11 June 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They demonstrate that they feel comfortable. For example, children confidently tell the childminder what they would like to do next. Children enjoy cuddles with the childminder when they need reassurance. The childminder supports children's behaviour well. Children respond well to the boundaries that the childminder sets and the instructions she provides them with. The childminder does this by supporting children to share and take turns, be kind to each other and inviting their friends to join in their play. Children learn to keep themselves safe. For example, the childminder explains the importance of wearing sun hats and drinking water while playing in the garden.

The childminder creates a calm and stimulating outdoor environment. Children have lots of opportunities to explore and enjoy the natural world, and benefit from unique experiences. These include listening to birds singing and fluttering in the trees and engaging with wildlife, such as snails and butterflies. This supports children's understanding of the world around them. Children communicate well. For example, they call excitedly as they find a caterpillar and then show high levels of fascination as they watch it. Children also enjoy regular trips out, including woodland walks and additional forest school sessions. The childminder uses these visits to help children to explore other environments and extend their learning about nature. The childminder also promotes children's physical development. For example, they pedal around on a toy tractor and move freely around the garden.

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

- The childminder supports children to develop their independence. She encourages children to choose and select their fruit at snack time and then to cut it up themselves, before eating it. The childminder works with parents and carers to introduce toilet training and promote children's independence using the bathroom. She also prepares older children for the next stage in their learning. For example, the childminder teaches children how to take off items of clothing, such as waterproofs, after playing with the water.
- Overall, the childminder plans a well-balanced curriculum. She encourages children to choose from a wide variety of resources, which helps to develop self-confidence and independence. The childminder supports children's language and communication skills as she promotes their interactions with one another by engaging them in conversations about what they have discovered in the garden. Older children role model for younger children, which supports their learning as well as helping them to build positive relationships. For example, when children play in the water, older children show younger children how they can obtain water from the water butt.
- The childminder engages children in their learning effortlessly while they are

playing. She constantly observes them and waits for appropriate moments to ask questions. This supports children's communication and language skills. It also enables the childminder to assess children's learning and extend it by providing them with further explanation and knowledge. However, the childminder does not consistently use these opportunities to support children's individual next steps in learning more precisely. As a result, occasionally, this impacts on children's progress.

- The childminder provides resources and opportunities for children to develop their physical skills. Older children use pipettes to direct the water specifically into baking trays and small pots. Indoors, children play with play dough, where they mould and manipulate it. These activities help children to develop their early literacy skills as well as their fine motor and dexterity skills.
- The childminder works closely with parents to support their children's development. They feed back that their children make good progress, especially in their personal, social and emotional and social skills. The childminder keeps parents up to date with what their children do and their stage of development. Parents particularly appreciate the childminder's engagement with their children in the outdoor and natural environment. As a result, children show a good level of understanding of this and how to care for living things.
- The childminder develops supportive relationships with other early years professionals. She meets with other childminders regularly and engages in professional discussions that take account of best practice. The childminder reflects on these discussions and uses the knowledge she gains to develop her practice.
- Children have opportunities to develop their early literacy and mathematical skills. For instance, as children play with water, they enjoy filling and pouring into containers and transporting it around the garden. The childminder talks to children about how much water they have before and after it has been poured onto the flowers and plants. She uses words such as 'more' and 'less' to support their understanding of these concepts.

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:

- support children's individual next steps in learning more consistently during activities.

Setting details

Unique reference number	EY384708
Local authority	Kirklees
Inspection number	10392935
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in Huddersfield. She operates all year round, from 7am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides 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 carried out observations of activities that the childminder planned and her practice.
- 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 childminder and the inspector discussed how the curriculum is implemented and the impact on 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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