

Childminder report

Inspection date:

8 April 2025

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has failed to meet all statutory requirements. This hinders her ability to reach a good overall outcome. That said, she creates a warm and engaging environment where children feel safe, valued and excited to learn. The childminder designs the curriculum around seasonal themes, which helps to make children's learning relevant and support them to learn about the world around them. She plans activities based on children's interests. This helps to engage children in their learning and they listen and concentrate well. The childminder is mindful of children's diverse learning needs and her assessments guide her teaching. She helps all children to develop new skills and build on their knowledge.

Children spend plenty of time being active outdoors. This, along with the nutritional meals and snacks that the childminder provides, supports children's good physical health well. The childminder's attentive and encouraging approach helps children to develop trust in her and contributes to how secure and happy they feel in her care. She gives children plenty of praise and celebrates their efforts, which helps them to grow into confident and self-assured learners. Children developing their social skills play a central role in the curriculum. Children build friendships and interact positively with others. For example, they wait patiently for their turn to press the buttons while sharing a book with sounds.

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

- On the day of the inspection visit, some fire safety equipment was not easily accessible and in good working order. The childminder responded quickly to address this breach of requirements. She has taken immediate steps to replace and install smoke alarms and a fire blanket. The childminder has reassessed activities to minimise the risk of fire in her home and shows increased vigilance while waiting for these actions to be completed. Therefore, the risk to children's safety and welfare is reduced.
- The childminder supports children's imaginations extremely well. She joins in their play, offering suggestions and asking questions. Children imagine flying to space and describe what they might see and do. This helps to extend their thinking skills and develop storytelling skills. Children confidently take on the role of being a doctor, creating a story around why the childminder is poorly and how they can make her better.
- Children have plenty of opportunities to revisit and recall their learning. For example, they look back through photos with the childminder and she encourages them to remember what they learned. This helps children to connect new experiences with their previous knowledge and reinforces their understanding. Children make links in their learning, for example, when they remember a trip to the farm while reading a book about animals.

- Overall, activities are thoughtfully planned and support children's learning well. However, occasionally activities are overly structured and limit children's opportunities for self-led play. The childminder becomes deeply involved in children's play and they rely on her for frequent guidance and reassurance. This means that children do not have more time and space to explore their ideas and lead their own learning, to help them to become more independent learners.
- Reflections on her practice help the childminder to identify ways to enhance her provision. For example, she has improved the play surfaces in her garden to allow children more unrestricted time outdoors. The childminder welcomes feedback and suggestions from parents and carers. Their feedback is wholly positive and they feel very involved in their children's learning.
- Professional development is not focused as well as possible on improving outcomes for children. While the overall quality of education remains strong, the childminder has not deepened her understanding of how to enhance specific areas of learning. For instance, during counting activities, children successfully recall number names, but need more support to understand quantity and values and to use numbers in context.
- Children clearly enjoy their time in this setting and form secure relationships with the childminder. Her energy and fun approach ignites children's interest in activities and they engage well in learning, through exciting play opportunities. For example, children giggle with delight when dancing to a song about bunnies, while learning to control their bodies and follow instructions.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that fire safety equipment is in good working order and easily accessible at all times.	11/04/2025

To further improve the quality of the early years provision, the provider should:

- encourage children's independent play skills more consistently

- focus professional development more precisely to raise the already good quality of education further.

Setting details

Unique reference number	EY410293
Local authority	Calderdale
Inspection number	10388713
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Halifax, West Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare. She holds an appropriate qualification at level 3. The childminder works alongside her mother, who is also a childminder.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder shared a sample of relevant documents to support discussions around leadership and management.
- Parents shared their views through written feedback.

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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