

Childminder report

Inspection date: 15 July 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 thrive in this safe and inclusive setting. The childminder carefully plans the environment to meet children's interests and developmental needs. She gives children lots of opportunities to develop their independence. For example, children go outside to wash their hands in the water station, accessing their own soap and towels. They get their own chairs and enjoy the responsibility of small jobs, such as handing out the chopping boards at snack time.

The childminder acts as a good role model for when children become upset, displaying empathy. Children in the setting are caring, and look after and care for each other. For example, older children gently stroke the hair of younger children in a comforting manner. They support each other, for example, in swapping resources if they become upset.

Through careful correcting, modelling and repeating, the childminder supports children's communication skills by pronouncing words correctly and introducing new vocabulary. For example, when children have snack, the childminder sensitively corrects children when they describe 'melon' as 'lemon'. Children are confident communicators and happily chat to each other and the childminder throughout the day. The well-planned curriculum supports children to meet their next steps in learning and helps all children to make good progress.

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

- The childminder plans her curriculum around topics that are of interest to children. For example, when learning about life cycles, children excitedly access the story of 'The Very Hungry Caterpillar' and engage with the text. Children are familiar with the story and fill in the missing words. They identify what is happening, and what will happen next. Furthermore, the childminder uses books to promote numbers and counting.
- The childminder reminds children of their previous knowledge and learning. For example, when discussing the mixing of colours, she uses colour wands to reflect on what the children already know, and reminds children about primary colours. The childminder extends children's learning by questioning them about which colours can be mixed to make green. She further encourages children to check their learning by using the wands.
- The childminder follows the lead of children and supports them in their chosen theme of play. For example, when children are printing with their hands, the childminder observes children's interests in using brushes. She provides additional resources for this and children happily continue making hand prints and painting using brushes.
- Children's behaviour and attitudes towards their learning are good. They

concentrate well and help to tidy up and enjoy helping each other. They confidently approach activities and have a 'can-do' attitude.

- Children take part in a number of different experiences outside the setting. For example, children explore the local park, collecting natural resources to make a collage. The childminder encourages them to explore the space available and develop their physical skills. The childminder recognises how to develop children's social skills, such as through meeting other people and children. Parents and carers comment on how much they value these additional experiences and how much their children enjoy them.
- The childminder has carefully reflected on her provision, providing more opportunities for learning to take place in mathematics. She accesses training around supporting children with special educational needs and/or disabilities when needed, and has accessed additional training to keep her knowledge up to date. There are, however, times when the childminder does not fully embed training into practice, for example, around supporting younger children further.
- The childminder is able to talk confidently about how she keeps children safe. She knows what to do if she has a concern about a child, and where to get advice. She is able to identify signs of abuse.
- Parents speak very highly of the childminder. They recognise how their children's personal and social skills, and communication skills in particular, have developed. Parents acknowledge how children are supported to be independent and have access to a wide range of experiences. They welcome the feedback and communication from the childminder and express gratitude for the caring support that she provides.

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:

- embed the knowledge gathered through training opportunities, to benefit the care of younger children more fully.

Setting details

Unique reference number	EY410401
Local authority	Calderdale
Inspection number	10399280
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	0 to 3
Total number of places	3
Number of children on roll	5
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Halifax. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She offers government funded childcare to children aged from nine months.

Information about this inspection

Inspector

Emma Murphy-Keen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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