

Childminder report

Inspection date: 7 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

The childminder has a home-from-home setting, where children feel safe and secure. Laughter is heard as children confidently explore the indoor and outdoor areas. They independently access toys and resources that they want to play with. Children run to the playhouse to get the bikes out and enjoy riding up and down the path. Other children sit with friends, taking it in turns to thread coloured objects on to sticks. Children laugh outside together as they chase balls, developing their gross motor skills. The childminder has a variety of activities available, from pouring water, mark making with chalk and rolling balls down gutters. She is knowledgeable about how these support children's development of their physical skills.

Children's independence skills are thriving. The childminder gives space for them to try themselves. Children wipe their own faces and take their shoes off independently. Their behaviour is very good. The childminder reminds them about saying 'please' and 'thank you'. Relationships with children are strong. Families comment on how pleased they are with the service provided. They comment on how the childminder and her assistant are part of the family. Parents share that children talk about them at home.

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

- The childminder knows the children well and uses assessments to identify their next steps in learning. She gathers parents' views through questionnaires before completing assessments. This helps her to plan activities that build on what children already know and can do, supporting their ongoing progress.
- The childminder has a clear vision for preparing children for school, with a strong focus on communication, language, and independent skills. Children confidently feed themselves using cutlery and enjoy cutting up vegetables for the pet tortoise.
- The childminder shares transition information with the local school and nursery that children move on to. This includes information about their likes and dislikes, and what they have been working on. The school feedback is positive and they say the information is useful in supporting transitions.
- Children develop their mathematics skills. The childminder uses maths vocabulary during children's play and interactions. She sings songs that involve numbers and counting buttons.
- The childminder provides opportunities for children to develop their physical skills. Children carry buckets with different amounts of water, ride bikes and balance bikes, and make chalk marks on blackboards. These activities support both gross and fine motor development.
- The childminder develops children's single words as they look at seeds they have

planted. She pronounces 'leaf' and 'flower'. The children repeat these words, supporting their communication and language development.

- Children are well behaved. The childminder reinforces positive behaviour in a calm and patient way. Any small disagreements are supported by the childminder. She ensures issues are kept short and ensures play continues quickly.
- The childminder supports any assistants they work with effectively. She promotes positive working relationships and offers guidance to support professional development, such as sharing example questions and answers to build knowledge and confidence. Assistants feel well supported and are able to communicate easily with the childminder.
- The childminder helps children develop an awareness of different cultures and diversity through a range of resources, books and planned experiences. For example, children make their own poppy wreaths and lay them at the statue for Remembrance Sunday.
- The childminder makes changes to the provision based on children's needs. However, she does not routinely evaluate the effectiveness of her practice or use parents' views to help identify what is working well and what could be improved.
- Overall, the childminder links well with parents sharing advice, ideas and activities that can be done at home. This includes creating a keepsake book for the children and parents to remember the fun they have had at the childminder's setting.
- The childminder takes the children to visit people in the community. They enjoy seeing ambulances, fire engines and the postman. This helps children to understand the world around them.

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:

- develop consistent self-evaluation processes that include parents' views, to help identify and make improvements to the quality of practice.

Setting details

Unique reference number	EY417926
Local authority	Kirklees
Inspection number	10392920
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 October 2019

Information about this early years setting

The childminder registered in 2010 and lives in Lepton, Huddersfield. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She works with an assistant. The childminder accepts the early education funding.

Information about this inspection

Inspector

Laurafay Muranka

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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.
- The inspector talked to the childminder and their assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of assistants working with the childminder.

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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