

Childminder report

Inspection date: 5 June 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children feel happy and secure in this safe and calm environment. The childminder has strong bonds with the children. She works well with parents and carers. Parents state that they are provided with support to extend their children's learning. The childminder shares information with parents to ensure that children's needs are met. Children are confident and ready to learn in this setting.

Children benefit from regular trips into the local community. They attend local playgroups with other childminders to extend their peer group. Children happily recall their bus trips to the canal and local nature reserve. Children are developing their social skills and learning about their world, which prepares them for life in modern Britain.

The childminder uses her knowledge of children to develop a curriculum that builds on their knowledge. Children are active learners as they self select resources both indoors and outdoors. They are currently learning about nature and have planted flowers. The childminder supports children to develop their language skills with props to identify different flowers. This helps children to develop a wide-ranging vocabulary to prepare them for their next steps.

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

- The childminder has responded to previous recommendations. She provides quality interactions with children and allows them time to consider their learning. Children benefit from her modelling of language. For example, when children notice a bird on the lawn, the childminder asks them the bird's name. Children are excited to tell the inspector that it is a pigeon and that it likes to eat worms. Children are developing a wide range of vocabulary, which prepares them for school.
- Children's behaviour in this setting is good. The childminder has a calm and friendly approach, which she role models to the children. Children show consideration to their younger peers. They understand the communication challenges of younger children and help them to access the resources they request. Children are developing the skills to help them to become good citizens.
- The childminder is committed to her professional development. She has a supportive peer group that meets regularly to share ideas and reflect on practice. She attends a wide range of training provided by the local authority. This helps the childminder to develop knowledge to meet the learning needs of the children attending the setting.
- Children are learning to be healthy. The childminder provides healthy snacks. Parents are supported to provide healthy meals, as the childminder shares her expectations of a healthy diet during the induction process. Children are aware

of each other's dietary requirements. This ensures that children are being kept safe and are becoming aware of their uniqueness.

- The childminder provides a good quality of education. She provides a wide range of resources, which the children can easily access. She supports children's individual learning needs during planned activities. For example, during a messy play activity, she adapts her interactions to meet the needs of each child. Children are continuously building on their learning and making good progress.
- Children are learning to be independent. The childminder responds promptly to children's requests and allows them to voice their preferences. Children are offered praise as they tidy and put away their resources. They are proud of their achievements and are supported by the childminder, who offers them lots of praise. Children are gaining the skills they need to be ready for school.
- The childminder works well in partnership with parents and carers. They feel supported in their challenges with issues such as sleep and behaviour. Children benefit, as they feel safe and valued. However, partnerships with other settings that children attend are not consistent. Further development of sharing information with other settings would enhance the consistency of learning for children.

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:

- refine the systems used to share information with other settings to enhance the experiences of children.

Setting details

Unique reference number	EY240906
Local authority	Calderdale
Inspection number	10392280
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	4
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2002 and lives in Brighouse. She provides sessions from Tuesday to Thursday, all year round, except for family holidays and bank holidays. These sessions run from 7.30am to 5.30pm. The childminder holds a relevant level 3 childcare qualification. She provides government-funded places for childcare.

Information about this inspection

Inspector
Debbie Crookes

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The children spoke to the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector and the childminder carried out a joint observation of a messy activity.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability to work with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025