

Childminder report

Inspection date: 18 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. She ensures they are comfortable and that she meets their individual needs to promote their emotional well-being. For instance, the childminder provides cuddles and reassurance and recognises when children are tired. This helps children to feel safe and secure. The childminder organises the environment to nurture children's interests, and they explore it confidently. She encourages children's independence to help build their self-confidence and to prepare them for school. For instance, she encourages children to find their shoes and coats and develops their skills to put these on independently.

Children enjoy many opportunities to be physically active. The childminder ensures they have daily opportunities for outdoor play, which helps to promote children's positive feelings about exercise. For instance, when playing in the garden or visiting a soft-play centre, children develop their large-muscle strength, balance and coordination. Overall, the childminder has a good understanding of how children learn. Her curriculum is sequenced and designed to support children to make good progress across the areas of learning. Children's behaviour is good. They begin to show care and respect for each other and receive lots of praise from the childminder, which develops their self-esteem.

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

- The childminder knows children well. She observes their play to support her understanding of their interests. The childminder uses this information to provide a broad and interesting curriculum that builds on what children already know and can do. For instance, she uses children's enjoyment of songs and stories to develop their language and promote a love of reading.
- The childminder organises activities children enjoy, which support their interests and link to the next steps in their development. For instance, she encourages them to make tiger biscuits linked to the current favourite story of 'The Tiger Who Came to Tea'. Children enjoy decorating the biscuits with tiger stripes in coloured icing. However, the childminder has not considered the differing abilities of the children to ensure their development is challenged. Consequently, on occasion, most-able children's learning is not tested by the experience on offer.
- Children behave well. The childminder has high expectations for children's behaviour and sets clear rules and boundaries to guide them. For instance, she expects children to be kind and caring to others and to respect the toys and the environment. Children behave in an age-appropriate way and respond positively to the ample praise and encouragement they receive from the childminder.
- The childminder reflects on her practice. She is aware of the knowledge and

skills she would like to develop further and what she already does well. However, while she identifies further training needs, she does not identify professional development opportunities to enhance the quality of her teaching to the very highest level.

- The childminder places a high value on developing children's communication and language skills. She narrates children's play to give their actions meaning and repeats children's language to support their pronunciation. Children become confident communicators, who are eager to share their thoughts and ideas with others.
- Children develop a positive attitude to keeping healthy and well. They learn the skills they need to manage their own self-care. For instance, older children attend to their own toileting. Children wash their hands with soap and running water and learn about the importance of oral hygiene. At mealtimes, children join in with discussions led by the childminder about the importance of eating a healthy diet and they have opportunities to help to prepare their own food.
- The childminder builds positive working relationships with parents. She provides detailed information to parents daily about what the children have been doing. Parents love the fact that the childminder knows their children well. They praise the childminder's flexibility to support their working patterns, and they are happy that their children are thrilled to go to the childminder's house. The childminder works with parents to support children's transition to school.

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:

- enhance the planning and implementation of the curriculum to ensure that learning experiences are adapted to meet the differing abilities of the children
- extend the use of professional development opportunities to strengthen existing knowledge and teaching skills and further enhance outcomes for children.

Setting details

Unique reference number	2724914
Local authority	Barnsley
Inspection number	10383694
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 9
Total number of places	5
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Mapplewell area of Barnsley. The childminder operates Monday to Thursday, from 7am to 6pm, all year round, except for family holidays. She provides funded education for children aged nine months to four years.

Information about this inspection

Inspector

Lindsay Dobson

Inspection activities

- The childminder and inspector discussed the childminder's curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder shared information about how she works in partnership with parents.
- The inspector held discussions with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector observed the interactions between the childminder and children in the house and in the garden.

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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