

Childminder report

Inspection date: 1 July 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 settled and feel secure in this homely and caring environment. They benefit from warm and positive relationships with the childminder, who knows them well. This helps children feel comfortable and confident to explore their surroundings and take part in activities.

The setting is calm, inviting and organised to reflect children's interests and routines. Activities are thoughtfully planned around what children enjoy and need to learn next. Children engage in purposeful play, such as moulding and rolling play dough or pretending to cook in the role-play kitchen. These experiences support their language development, creativity and small-muscle development. For example, children concentrate as they use a syringe to squeeze, and shape play dough. This builds strength and control in their hands and fingers.

The childminder supports children's emotional well-being through consistent routines and gentle, nurturing interactions. Children respond well to her calm approach and are beginning to show cooperative behaviours, such as turn-taking and sharing. For example, in a play dough activity, children happily share rolling pins and cutters as they create shapes together, demonstrating kindness and developing social skills through play.

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

- The childminder knows the children well and provides a nurturing environment, where they feel settled and secure. She uses what she knows about children's interests and abilities to plan activities that support their ongoing development.
- Children are happy, engaged and enjoy taking part in learning experiences that promote their communication and physical skills. For example, children learn colour recognition and practise using a syringe to mix different colours together.
- The curriculum is suitably broad and covers all areas of learning. The childminder uses regular observations and discussions with parents to identify children's learning needs. This helps her plan children's next steps that are matched to their developmental stages. However, children's learning is not consistently extended as effectively as it could be. Opportunities to stretch and challenge the most-able children are occasionally missed, particularly during familiar or routine activities.
- The childminder promotes good behaviour and emotional development. She uses consistent strategies to support younger children in learning to share and manage feelings. Children respond well to her calm guidance and show growing confidence in their interactions with peers.
- Children are encouraged to make choices during play and are praised for their efforts. However, opportunities to promote children's independence are not

embedded consistently throughout the day. For example, older children are not always supported to carry out age-appropriate tasks, such as serving themselves at mealtimes or accessing their own drinks. This limits the development of their self-help skills.

- Progress checks for children aged between two and three years are carried out and shared with parents. This helps to identify any concerns early and supports continuity in children's learning and care.
- The childminder is committed to ongoing professional development to enhance the quality of her practice. She has completed a range of relevant training courses to inform her practice, for example autism awareness. This continuous learning helps her stay informed about current good practice and to better meet the diverse needs of the children in her care.
- The childminder demonstrates a clear understanding of children's developmental progress and is proactive in identifying emerging needs. She works closely with parents to seek timely support, including arranging referrals to external professionals, such as speech and language therapists when required. This ensures that children receive appropriate help at the earliest opportunity.
- Parents are positive about the care their children receive. They value the daily communication and feel involved in their children's learning. The childminder shares regular updates, including developmental checks, and responds to parental feedback to inform her provision.
- The childminder understands how to identify, and report concerns about children's welfare. She has appropriate procedures in place to assess risks in the environment and ensure children are kept safe. She teaches children how to protect themselves in everyday situations, such as road safety.

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:

- ensure all children consistently receive individualised support so that they are fully challenged in their learning
- ensure that opportunities to promote children's independence are embedded consistently across all aspects of the daily routine.

Setting details

Unique reference number	2740622
Local authority	Barnsley
Inspection number	10405838
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Barnsley. Opening hours are from 7am to 6pm, Monday to Friday. She operates all year round, except bank holidays and family holidays. She provides government funded early education sessions for children.

Information about this inspection

Inspector

Sipra Deb

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder discussed how she organises her provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared a range of relevant documents to support discussions about leadership and management.
- The inspector took account of written feedback from parents.

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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