

Childminder report

Inspection date: 25 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The warm and caring childminder builds strong relationships with the children in her care. She works collaboratively with her co-childminder and assistants to provide a safe environment for children to play and learn. The childminder knows the children and their interests well. The experiences that she provides ensure that children remain highly engaged in both their independent and adult-led play. Children show positive attitudes to their learning.

The childminder models good manners to children. She encourages them to say 'please' and 'thank you' and praises them for their achievements. This motivates children to try their best. Children develop a good understanding of how to follow the rules and routines of the setting.

The childminder incorporates mathematics into children's daily experiences. Children learn how to count small amounts of objects or recite numbers in the correct order up to 10. They carefully place pieces of fruit on a wooden skewer at snack time, or hold chunky chalk to make marks on a chalk board. This helps children to build their small-muscle skills in readiness to learn how to develop their early writing skills. The childminder supports children well to develop a range of skills to support their overall development.

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

- The childminder works in close partnership with her co-childminder. They observe how children are working towards their development goals. Together, they identify any gaps in learning and plan appropriate next steps for children's learning. This helps the childminder to ensure that children's learning is focused on the next stage of their development.
- The childminder provides opportunities for children to sing familiar songs and rhymes, such as 'Wind the Bobbin Up'. Children show they are developing a love of books. They spend long periods looking at books with the childminder and her assistants. These opportunities help children to develop their listening and concentration skills.
- The childminder asks the children questions during their play and learning time. However, at times, the childminder asks questions that only require one- or two-word answers from children. This does not support children to further extend their speaking and language skills.
- The childminder supports children to learn about foods that are healthy for them. Children happily try a variety of fruits at snack time, such as kiwi fruit and pineapple. The childminder recognises that children's oral health is an issue that requires further support in the community that she serves. She provides opportunities for children to learn how to brush their teeth at her setting. This

helps children to learn good habits for their future health.

- Children develop some independence skills. For instance, they learn how to use the toilet independently and how to put on their own coats and shoes. These skills prepare them well in readiness to start school. However, the childminder does not consistently promote other opportunities for children to be more independent. For example, on occasion, she wipes children's noses for them or pours their drinks for them. This does not fully support children to do more for themselves and develop confidence in their own abilities.
- Parents and carers report that their children are happy and settled in the care of the childminder. They appreciate the range of activities and experiences that she provides for children. Parents state that their children have developed their social skills and become ready for the next stage in their education.
- The childminder has attended training on how to support children's learning. She outlines her intention to carry out further training to continue to raise her skills and knowledge. The childminder shares learning from her own training with her assistants to support their ongoing professional development. She holds supervision sessions and appraisals, alongside her co-childminder, with her assistants. This ensures that the quality of the provision continues to improve.

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:

- use a wider range of questioning techniques during interactions with children to further support and extend their communication and language skills
- strengthen the opportunities for children to develop their independence and self-care skills.

Setting details

Unique reference number	2746747
Local authority	Barnsley
Inspection number	10346874
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 11
Total number of places	12
Number of children on roll	30
Date of previous inspection	10 April 2024

Information about this early years setting

The childminder registered in 2015 and lives in Royston, Barnsley. She operates all year round, from 8am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded childcare for children aged between nine months and four years. She works with assistants and a co-childminder.

Information about this inspection

Inspector
Samantha Lambert

Inspection activities

- The childminder discussed with the inspector how she organises the early years setting, including her aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with the childminder and her assistants about their safeguarding knowledge and responsibilities.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The childminder provided the inspector with a sample of key documents on request, including documentation to demonstrate the suitability of assistants.

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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