

Childminder report

Inspection date:

18 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder's curriculum is highly ambitious for all children and supports their wonder and curiosity excellently. She provides an abundance of play opportunities designed to stimulate children's interests. For example, children are eager to participate as they decorate a patchwork elephant. The childminder skilfully threads children's developing understanding of mathematics into the activity. For example, she teaches children about shapes, such as triangles and squares. The childminder supports children to count as they add pieces of paper to the collage. Children learn about size, such as 'more' and 'less' and 'big' and 'small'. The curriculum is highly effective and seamlessly embedded by the childminder. She has a deep understanding of how children learn.

The childminder's positive interactions support children's confidence and speaking skills very well. For instance, she consistently asks children questions to extend their thinking. The childminder gives children time to consider and express their own responses. She encourages children to predict how long something might take. For instance, children think carefully about how long it will take to decorate their patchwork elephant. They build amazing bonds with the warm and supportive childminder.

The childminder is an excellent role model. All children behave superbly. The childminder actively embeds clear routines and expectations for children's behaviour. She is highly skilled at engaging children and using their interests and ideas to continually consolidate and build on their skills. For example, children show high levels of engagement. They demonstrate pride in their achievements, such as when they add the number eight to the calendar, using their writing skills. The childminder has exceptionally high expectations for children's learning.

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

- The childminder's interactions with children are outstanding. She models new skills very effectively and provides clear instructions. For example, children enjoy drawing around each other as their friends lie on the floor. They discuss the differences that they see. Children keenly discuss the weather, and how rainbows are made. The childminder's encouraging conversations and excellent modelling enhances and builds on children's learning.
- The childminder builds very strong relationships with all parents and carers. She always keeps them up to date about their children's progress and encourages parents to share information from home. Parents comment on the excellent care and would highly recommend the childminder to others.
- The childminder provides excellent opportunities for children to learn about the wider world around them. Children benefit from visits to local churches, dentists,

police stations and hospitals. The childminder supports children to learn about animals during trips to a farm. Children have excellent opportunities to develop their physical skills in local play areas. The childminder teaches children songs about road safety while out in the local community. She uses any additional funding received to enhance children's experiences, and meet their individual needs.

- The childminder regularly evaluates her practice and actively seeks feedback from children, their parents and her co-childminder and assistant. She places a high priority on continuous professional development. The childminder updates her knowledge. She applies new knowledge skilfully to support children's learning and help them to achieve the best possible outcomes.
- Children are extremely confident communicators. They consistently show that they feel emotionally secure and safe in the company of the childminder. Children confidently explore during outdoor activities. For example, they search for gems and play bat and ball games. Children have excellent opportunities to be physical. They flourish and make exceptional progress in their learning and development.
- The childminder focuses on enhancing children's skills in preparation for their future move to school. For example, she encourages children to be independent at all times. Children confidently go to wash their hands before meals and put their shoes on for outdoor play.
- The childminder is passionate about children having the best possible start. She tailors settling-in sessions to meet children's and their families' needs. This helps children to feel happy and highly confident in her care from the start. The childminder manages transitions very well and children are well prepared for school. She has established very good links with local schools, where she shares detailed information about children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2748333
Local authority	Barnsley
Inspection number	10405888
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 10
Total number of places	18
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works from her co-childminder's address in Barnsley, South Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2 and works with a co-childminder and an assistant. She provides government funded childcare.

Information about this inspection

Inspector
Kerry Holder

Inspection activities

- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.

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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