

Childminder report

Inspection date: 29 April 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. They demonstrate that they feel safe and secure as they confidently explore their learning environment and interact positively with the childminder and their friends. The childminder is a good role model. She provides children with praise and encouragement, which supports their self-esteem and confidence. For example, as young children begin to walk, she helps them to strengthen their legs muscles by encouraging them to walk on different surfaces while holding their hand. The childminder has rules and boundaries in her home that help children to understand her expectations for their behaviour. This includes showing children how to share. For example, the childminder sits alongside children and encourages them to take turns using the large digger in the ball pool.

Children truly flourish in the care of the childminder, who knows the children well. Babies have a lovely time outdoors, using their senses to explore the activities based on their interests and learning needs. The inviting and stimulating learning environment supports them to become engaged in meaningful play. For example, children explore the texture trays with mini diggers and tractors. The childminder repeats words such as 'scoop, empty' and 'full', strengthening children's understanding of words. This helps children to make good progress in their learning.

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

- Children follow daily routines with confidence. The childminder uses available opportunities to teach children independence skills, even at a young age. The childminder encourages the children to feed themselves independently using cutlery. They choose their own selection of fruit for snack and mix the eggs for lunch. Children make choices in their play. This helps children to be independent learners.
- Children have opportunities to develop a love of books from an early age. The childminder introduces short stories to babies, focusing on the objects and characters within the stories. When the childminder reads stories to children, she uses different tones in her voice to capture children's interest, focus and attention.
- The childminder supports children's speech and language skills well, including children who speak English as an additional language. For example, she names objects that younger children hold and play with. The childminder uses lots of repetition of animals sounds to enable babies to hear the sounds and link them to the animals. The childminder is learning other languages to further support children's understanding of the English language.

- The childminder teaches children to follow good hygiene routines. For example, they wash their hands before eating and after personal care routines. Children have many opportunities to play outdoors in the fresh air. Children climb, run and navigate different levels in the garden, developing their physical capabilities and ensuring their good health.
- The childminder introduces some simple mathematics into children's play. For example, they count as they climb the steps to the slide, they talk about quantities as they fill and empty the diggers. Children search for shapes in the play area. Children from a young age are using mathematics in their play.
- The childminder understands her strengths and areas for development within her daily practice. She plans activities around what she wants the children to learn. However, on occasion she does not use her curriculum intent and knowledge to build on the learning experiences for children, and deepen their understanding.
- The childminder considers partnerships with parents to be instrumental in supporting children's learning. She exchanges information with parents about children's care and education. This contributes to plans that the childminder makes to support children's learning and meet their care needs. Parents are very positive about the childminder and her provision. This helps to provide a united approach to supporting children's development.
- Children are provided with a variety of healthy home cooked meals prepared fresh on the premises. The childminder is aware of children's allergies and dietary requirements when serving food and ensures that these are adhered to.
- The childminder completes regular assessments of children's learning, including mandatory progress checks for children aged between two and three years. She uses her observations of children to identify what they already know and can do and what they need to learn next. Children make good progress in their learning.

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:

- target professional development opportunities to build on existing knowledge to deepen the learning experiences for children and raise their learning to an even higher level.

Setting details

Unique reference number	2748447
Local authority	Barnsley
Inspection number	10396790
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 5
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 Thurnscoe, Rotherham. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The setting offers the government funded places for childcare.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The childminder and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector made observations throughout the inspection of children's experiences in the setting, and assessed the impact that this was having on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.

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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