

Childminder report

Inspection date: 12 August 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 arrive happy and eager to play. The childminder welcomes them into this family environment. She encourages parents and carers to share information about their children's learning and well-being so that she understands their needs. The childminder's intention for the curriculum is to promote children's love of learning. She focuses on the prime areas of learning. The childminder follows children's interests and experiences from home to support the development of topics, such as 'under the sea.' She takes children on regular outings to places, such as an aquarium. Children's interests are ignited by outings. Their knowledge and enthusiasm emerges in their play and language. Children remember what they have learned, ask questions and learn new vocabulary, such as 'squid.'

The childminder shares key stories and reads out loud to children so that they develop a love of books and reading. Children learn new vocabulary and remember what they have learned. For example, they eagerly explain who is hiding behind the rock. The childminder sits among children as they settle. Children excitedly hide behind a coloured scarf and play peekaboo. The childminder adapts her language as she interacts with very young children. For example, she uses shorter sentences and facial expressions to support children's play and learning.

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

- Children enjoy nutritious home-cooked meals every day. They sit together 'like a family' so that mealtimes are sociable learning experiences. The childminder is a good role model. Children talk about foods they enjoy, make choices and learn to take turns as they engage in conversations. The childminder adapts experiences to suit the needs of all children. For example, younger children progress from a feeder cup to an open-top cup.
- Children have a clear routine so that they feel secure. The childminder gives children clear instructions. For example, she playfully encourages children to put things away as they sing a tidy-up song. This helps children to know what is happening now and next.
- The childminder is enthusiastic. She has high expectations for children and wants them to achieve. For example, she offers clues and prompts as children use puzzles. However, some younger children are not interested or ready to concentrate on solving puzzles as these activities are not appropriate to their age. This inhibits their ability to choose, experiment and learn through experience.
- The childminder promotes children's language and physical skills through daily sessions of song and movement. The childminder plays familiar songs through the television. However, on occasions, as the childminder sings, children do not hear the clarity of sounds and words because the screen dominates the activity.

As a result, children become distracted and are not fully engaged in their learning.

- The childminder supports children's understanding of diversity through conversations, activities and books. For example, children talk about similarities and differences in families. They share stories that represent people from a range of ethnicities.
- The childminder deploys any assistants she works with carefully to meet the needs of children. She monitors children who are sleeping closely. Children snuggle up and share stories with the childminder and any assistants she works with as they wake.
- The childminder knows any assistants she works with well. She evaluates what is happening in the setting, nurtures specialisms and identifies training requirements. The childminder has developed connections with other professionals to support children with special educational needs and/or disabilities. She observes children and uses an information toolkit to support children with a possible delay in their language and communication.
- The childminder learns about children as they start. She works in partnership with parents to follow children's routines from home as they settle. Parents speak glowingly of the childminder. They say that they trust her and that children make remarkable progress. Parents say that their children have a sense of belonging, develop confidence and that their speech and language is improving rapidly.

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:

- follow children's emerging interests even more closely and provide age-appropriate activities, particularly for younger children so that they can engage, explore and extend their learning through play
- promote children's language and communication further, such as by minimising distractions so children can fully engage in planned activities and their learning.

Setting details

Unique reference number	2777172
Local authority	Barnsley
Inspection number	10413858
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 4
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Barnsley, South Yorkshire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with two assistants. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used for childminding and explained the curriculum and how her setting is organised.
- The inspector held a number of discussions with the childminder and her assistants during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed the interactions between children and the childminder and her assistants.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector.

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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