

Childminder report

Inspection date: 19 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 are excited to visit the childminder. The childminder greets parents and carers at the gate so that they can share information privately. Children say 'goodbye' to their parents happily. They demonstrate they like the childminder and feel valued and safe. The childminder is well organised, energetic and playful. She creates a wide range of activities and experiences for children to suit their needs and interests. Children enjoy active groups sessions, focused stories and self-chosen play. Children play outside and enjoy daily visits to parks, gardens, farms, the library and childminder groups. The childminder uses these opportunities to encourage children to socialise with a diverse range of children.

The childminder promotes a curriculum that focuses on the prime areas of learning. She monitors children's progress and recognises differences in their learning styles and personalities. This helps the childminder to identify children's next steps in learning. The childminder promotes a love of books and reading. Children sit close by or snuggle on her lap to listen. They are enthralled as she reads about the dog cleaning his teeth and his 'smelly breath'. Children remember what they have learned. They concentrate as they practise brushing pretend teeth in circles. Children enjoy energetic song times. The childminder demonstrates actions and encourages children to join in. Children eagerly shake, shout and freeze as they develop their physical skills. The childminder reminds children to take a drink from their water bottles as they exercise. This helps children to understand about keeping themselves healthy.

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

- The childminder develops a clear routine so that children know what to expect and where things belong. As a result, children feel safe and secure. Children develop good manners, take turns, listen to instructions and help to put things away at tidy-up time. The childminder reminds children to say 'please' and 'thank you'.
- Children are engaged in play throughout the day. The childminder is available for children. She interacts playfully with children as they practise physical skills and imaginative play. Children are capable and confident as they learn to climb and balance.
- The childminder is enthusiastic. She has a passion for her work and is eager for children to achieve. However, on occasions, she asks questions in close succession and occasionally answers for children. This means children do not have time to process information and answer in their own words.
- The childminder understands what children are saying. She listens and responds to children. However, the childminder does not consistently repeat back children's emerging language so that they can hear and repeat the correct

pronunciation of words such as 'vanilla'. This does not help children to consistently extend their language skills.

- The childminder understands the importance of identifying possible delays in children's learning. She has developed connections with other professionals to access information and support for children with special educational needs and/or disabilities. The childminder shares information with parents, offers support and connects parents with other services, such as the local early years hub who offer advice and support. This helps all children to make good progress.
- The childminder has developed close and reciprocal relationships with parents. Parents are delighted to have found the childminder. They say that she offers a 'home from home' for children and that children are always excited to attend. Parents say that they trust the childminder and that she has a positive impact on children's language and personal development.
- The childminder works with a co-childminder. She evaluates her practice, receives regular updates and accesses training to meet the needs of children. The childminder spends additional funding wisely to support children's learning, for example, on sensory resources for babies and toddlers.
- The childminder sensitively supports children as they develop their self-care skills. Children babble and copy the childminder's words as she changes their nappies. Older children learn to use the toilet independently. This helps children to develop their independence.

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:

- give children more time to process information and respond, such as by slowing down during interactions with them
- support children to hear the correct pronunciation of words and sounds to develop their language skills further.

Setting details

Unique reference number	2777437
Local authority	Barnsley
Inspection number	10413857
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Barnsley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used for childminding. She explained the curriculum and how her setting is organised.
- The childminder and the inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed interactions between the children and the childminder.
- 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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