

Childminder report

Inspection date: 5 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and settled in this well-resourced and home-from-home setting. They are confident and extremely well behaved. The childminder is a good role model. As a result, children use good manners and are kind and considerate to their friends. For example, when children pretend to cook lunch in the play kitchen and drop a chip, other children pick it up and hand it back. Children respond by saying 'thank you'. They have a strong understanding of the behaviour that the childminder expects of them. The childminder sequences her curriculum through a mix of adult-led and child-initiated activities. This helps to ensure that children make good progress and meet age-related expectations.

Children explore their surroundings with confidence. They approach the childminder regularly to join in with their play. The childminder sits at children's level and interacts consistently with them, following their interests. Children explore indoors and outdoors, which allows them to follow their interests and the childminder to extend their play. For example, as children build a tower out of large wooden bricks, the childminder encourages them to use their imagination. She asks them what they are building and if they can make it 'bigger', 'taller' or 'higher'. By consistently introducing mathematical language into children's play, the childminder helps to embed children's knowledge of mathematical concepts.

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

- The childminder has an ambitious curriculum in place with the main aim of children becoming independent and school ready. She encourages children to put on and take off their own coats and shoes and to use the toilet and wash their hands independently. This helps children to develop their self-care skills.
- The setting is rich in language. The childminder encourages many conversations and uses open-ended questions. She expertly introduces new words and repeats them to embed them in children's vocabulary. For example, the childminder introduces the word 'tentacles' and uses it a number of times as children play. She links with children's current learning about life under the sea. This helps children to learn new words.
- The childminder knows children well and has next steps in learning for them in place. However, these are not always specific to individual children's stages of development. The childminder does not precisely consider what children can do and remember. For example, she plans for some children to write their own name as a next step when they are still at the stage of developing the correct pencil grip and making meaningful marks. This does not help children to build on their learning further.
- The childminder creates a highly stimulating learning environment. The indoor space is light and spacious. Resources are easily accessible so that children can

choose what they want to do. Outside, the childminder plans many opportunities for children to develop their physical skills, such as climbing up and sliding down the slide. Children play games involving catching with a large ball. They use pedal bicycles and scooters to move around the garden. This supports children to improve their coordination.

- Children learn about their local community and enjoy regular outings. The childminder helps them to understand that everyone is unique. Children enjoy excursions to parks and the farm, where they explore the natural environment. Children develop their imagination as they make up their own games. Parents and carers report that their children thoroughly enjoy the many adventures they have when they are with the childminder.
- The childminder understands the importance of children living a healthy lifestyle. She works with parents to encourage healthy packed lunches and provides children with healthy snacks. However, the childminder does not consistently teach children about which foods are healthy. For example, when playing in the role-play kitchen, the childminder and children talk about unhealthy foods, but she does not extend this to include healthier choices. This does not develop children's understanding of following a healthier lifestyle.
- Partnerships with parents are strong. Parents feel supported and informed about their child's progress. The childminder offers settling-in sessions when their children first start attending. She tailors these to each individual child's and families' needs. Children spend short periods of time getting to know the childminder and the environment before they stay for longer periods. This helps to promote children's emotional well-being.

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:

- ensure that next steps are specific to individual children by breaking down goals into smaller steps
- provide consistent opportunities for children to develop their awareness of how healthy eating contributes to their good health.

Setting details

Unique reference number	EY277836
Local authority	Barnsley
Inspection number	10408214
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	6
Date of previous inspection	28 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in Barnsley. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Claire Owen

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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