

Childminder report

Inspection date: 29 April 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are eager to learn and are comfortable in the childminder's home. They join in with group learning. Children cuddle and display friendships from an early age. Children receive inclusive support and care from the childminder, allowing them to build confidence. They display a strong sense of self. The childminder uses skilled questioning by communicating clearly during activities and routines. She promotes children to learn and tests what they know and can remember from past events. Children speak with excitement and discuss their own lives and past events. They are positive to learn and progress in their emotional development. Children are confident and have a secure foundation for their future learning.

Children use physical skills to construct and balance blocks. They passionately work together to build towers, celebrating each other's achievements with excitement and joy. Children successfully communicate their own thoughts and ideas with one another. The childminder engages children in play and high-quality discussions to support her curriculum goals. She narrates routines, and children thrive in their speaking and listening skills. The childminder provides clear communication and support to equip children with the language skills they need for their transitions on to school.

Children excel in their progress through the childminder's ambitious curriculum. They overcome their goals in learning at a timely pace. Children's welfare is central to the care and education the childminder provides. She adapts teaching and her interactions to support all children's needs, knowing the next steps of each child. The childminder celebrates children as individuals. Children beam with pride as they express their personal interests, such as ballet and singing. The childminder encourages children to build on what they already know. Children flourish in becoming part of a community, where being keen to learn is celebrated.

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

- The childminder delivers her curriculum well. She supports children with their next steps of learning through effectively adapting her teaching methods to support their diverse needs. The childminder engages children in building activities and discussions by narrating their play and asking open-ended questions to test children's knowledge. In doing so, she promotes support across all areas of learning. Children demonstrate exceptional concentration skills. They showcase their ability to join in, express their own ideas and build on their existing knowledge while reciting past learning from outings into their community.
- The childminder extends children's learning well. Children display impressive speaking and listening skills as they enjoy stories. The childminder successfully

creates an atmosphere of awe and wonder through careful questioning and use of language and intonation. This supports children to make connections to the illustrations and their own lives as they take turns to contribute to questions. Children show resilience and are eager to overcome barriers to their learning. They show respect and a love for books.

- Children behave well. The childminder communicates clear expectations for children's behaviour. She models how to take care of toys. Children take pride in supporting at tidy-up times and contributing to help one another during home-corner play. The childminder teaches them appropriate ways to behave. Children respect others and their belongings, and display an understanding of each other's feelings from a young age.
- Children have positive attitudes to their learning. They play with curiosity and empathy. Children welcome the childminder's praise as they share dolls, pushchairs and bicycles with their friends. They want to do well and are kind to others.
- Children are independent learners. They seek out toys they are interested in and suggest topics of learning. Children are enthusiastic when building dinosaur models. They make connections to their own bodies when the childminder prompts them to see what body part they might need to build next. Children master the skills needed to explore deeper thoughts and become critical thinkers.
- Children have advanced self-help skills. They enjoy washing their hands and discuss their knowledge of the importance of good hygiene. Children display a willingness to try. They use impressive physical skills to climb steps, peel bananas for snack and put on their own shoes. Children are positive about being self-sufficient.
- Partnerships with parents and carers are effective. Children and their families receive a high level of support from being a part of this childminder's service. Parents are well informed about their child's progress. Children's needs are supported. Parents describe the childminder as professional and caring. Children love attending and build long-lasting relationships in their community.
- Leadership is strong. The childminder displays an advanced knowledge of early years practice. She implements a coherent curriculum effectively and understands her role as an educator. The childminder's advanced knowledge of early years supports her to provide rich and coherent experiences for all children. Children's welfare is central to all she does. This shows through her passion and dedication to her role. Her firm understanding of early years knowledge positively impacts the outcomes for children in her care.

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	EY342252
Local authority	Barnsley
Inspection number	10388645
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Barnsley. She operates all year round, from 6.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Jade Charlton

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 her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on the 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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