

Childminder report

Inspection date:

18 July 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 extremely confident, settled and secure at this very warm and exceptionally friendly setting. Children build very strong relationships with the childminder, who is extremely caring, respectful and kind. Children develop an excellent understanding of the world around them. They visit a huge array of local amenities, such as a local church, car garages, restaurants and dentists. The childminder plans highly meaningful trips to areas of interest, which she uses to develop children's understanding of their community excellently. Children excitedly tell visitors about their baking that they take to neighbours. They help to plant flowers and grow tomatoes, and they learn about the importance of recycling.

Children are very engaged and motivated to learn. For example, they gain a superb understanding of what makes them unique. Children talk about their own features and how they differ from their friends. They learn about differences, such as different eye and skin colours. The childminder expertly extends children's learning. She engages them in thought-provoking discussions about patterns and colour differences. Children discuss patterns, such as 'spotty' and 'snake' patterns. The childminder skilfully promotes children's early reading and literacy skills. For example, she encourages children to learn phrases in stories, and children recite their favourite stories. Children make outstanding progress in their learning and development. The childminder uses any additional funding received very effectively to support children's individual needs.

Children behave excellently. The childminder provides outstanding support to children to help them learn how to share, take turns and play cooperatively with others. She is reassuring, calm and patient. The childminder teaches children safety rules, such as road safety when they are out in the local community. This encourages children to assess situations and avoid unsafe actions.

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

- Support for children's developing communication and language skills is outstanding. The childminder talks to children in detail about everything they see and do. She uses very clear and descriptive language and introduces new language. For example, children learn new words to describe something big, such as 'huge', 'ginormous' and 'gigantic'. This helps to strengthen children's understanding and knowledge of vocabulary excellently.
- The childminder builds excellent relationships with parents. She provides thoughtful advice to them about how to support children at home and the activities that would benefit children's learning further. Feedback from parents is excellent. They say that they truly appreciate the childminder's efforts and that the childminder is like family. Parents describe the setting as 'fabulous'.

- The childminder knows children extremely well. She is extremely experienced and has a deep knowledge of how children develop and learn. The childminder's curriculum is coherently planned and supports children's individual needs. She knows clearly where children are in their development and how to support their future learning.
- The childminder is extremely reflective about experiences for children. She is passionate about her role and highly ambitious for children in her care. The childminder holds supervisory conversations and meetings with her co-childminder and any assistants she works with. The childminder supports any assistants she works with very well and is committed to professional development, such as encouraging them to gain further childcare qualifications.
- The childminder provides simple choices to help children to develop their decision-making, such as whether to choose an apple or pear at snack time. The childminder constantly praises and encourages children's efforts. For example, when younger children attempt to open and close pegs with their fingers, the childminder encourages them to persevere. The childminder's meaningful praise helps them to recognise their achievements and build their self-esteem.
- Children have excellent opportunities to learn about different cultures and join in various celebrations throughout the year to give them an understanding of the diversity of the world in which they live. For example, children pretend to order food in a Chinese restaurant, and they taste real Chinese food. Children are extremely well prepared for their eventual move to school or the next stage in their learning.
- The childminder provides exceptional mathematical learning opportunities. Children confidently explain that their toast at snack time is a square or a triangle. The childminder includes numbers in routines, for example through regular headcounts and counting to the date of the month. Children develop a deep understanding of numbers, shapes and values.

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	EY394474
Local authority	Barnsley
Inspection number	10414337
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 10
Total number of places	18
Number of children on roll	19
Date of previous inspection	6 June 2022

Information about this early years setting

The childminder registered in 2009 and provides childcare in Barnsley, South Yorkshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare. She holds a childcare qualification at level 3. The childminder works with one co-childminder and one assistant, both of whom hold childcare qualifications at level 2.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- Children spoke to the inspector about what they like to do when they are at the childminder's house.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector took account of the views of parents through verbal and written feedback provided.

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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