

Childminder report

Inspection date:

9 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Overall, the childminder plans an effective and expansive curriculum. This helps children to make good progress and get ready for starting nursery or school. This includes, for example, learning to use the toilet, being confident communicators and developing good physical skills and social interactions with adults and other children. For instance, young children happily snuggle up to the loving childminder as they sit on her knee to enjoy familiar books and interactive stories. This demonstrates how safe and secure they feel, having developed strong attachments to her. The childminder skilfully builds on young children's rapidly developing language skills as they share books together. For example, she models words clearly, uses ample repetition and reads in an engaging way. The childminder expands on young children's speech as they hear and name sounds in the environment, such as an aeroplane or motorbike.

Older children demonstrate their independence skills. For example, they confidently hang up their coats and place their shoes where they belong after arriving from nursery school. Children help to tidy up together before lunch, encouraged by the childminder's good role modelling. This helps children to develop a sense of responsibility and follow the childminder's simple explanations. The childminder uses a calm and positive manner and effective strategies to reinforce boundaries and encourage sharing toys. Children have increased opportunities to socialise during outings, for instance to toddler groups and rhyme time at the library.

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

- The childminder works in close consultation with parents to help new children settle in and promote their emotional well-being. She gathers information, for example about children's daily routines, likes, interests and any comforters that children have that help them to settle.
- The childminder continually assesses children's progress, sharing photos and information with parents. She plans for children's next steps in consultation with parents. The childminder works in partnership with nursery staff to complement children's care and learning. However, this is not yet fully effective where children attend Reception class.
- The childminder provides an array of enticing books and provides activities and homemade resources to help children recall favourite stories. For example, children post pictures of food into the mouth of a caterpillar made from box craft. The childminder uses books and activities to reinforce the knowledge children gain about the world around them, such as on a trip to the farm.
- The childminder plans a wealth of activities that promote children's learning, and children excitedly take part in adult-led activities, such as painting. Children make marks with paint brushes, which helps to develop their early writing skills

and small-muscle control. The childminder has ample toys. However, those more relevant to younger children's interests and stage of learning are not as easily accessible to promote their independent play.

- The childminder spontaneously weaves in mathematical concepts. For example, she introduces simple counting as young children name animals on the poster, put the paint bottles back and place the cars into the tin at tidy up time. Older children point to and count the items of food in the book 'The Very Hungry Caterpillar'. They solve problems while connecting the train track.
- Alongside using books and stories, the childminder supports children's speech development through songs. Young children excitedly reach into the 'song bag' to find an object linked to a favourite rhyme. They fill in the missing word as the childminder pauses at the end of each line.
- The childminder promotes children's physical well-being and understanding of practices that contribute to a healthy lifestyle effectively. For example, she provides healthy snacks and hearty home-made meals. Children are very familiar with good handwashing routines before they eat.
- The childminder helps children to learn about 'difference' in certain aspects. For example, she plans activities based around the special celebrations that families from multicultural backgrounds celebrate. However, she does not consider broader ways to help children to learn about their own uniqueness and the diversity of the world in which they live.
- The childminder uses many sources of information and training opportunities to reflect on and develop her practice. For example, she uses local authority resources that help to prepare children for their transition to school. The childminder has completed a programme of professional development in the early years and ample safeguarding training. This has a positive impact on the quality of her teaching and children's welfare.

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:

- strengthen partnership working and information sharing with Reception staff
- take greater account of younger children's interests and stage of learning when organising resources, to support their independent play
- broaden children's opportunities to learn about their own uniqueness and the diversity of the world in which they live.

Setting details

Unique reference number	EY417717
Local authority	Barnsley
Inspection number	10398869
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Barnsley. She operates Monday to Thursday, from 7.30am to 6pm, term time only. The childminder holds a relevant qualification at level 3 and offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the safety and suitability of the childminder's premises.
- The childminder discussed how she organises the early years provision and implements her curriculum.
- The inspector observed the quality of education during indoor activities and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector spoke to children during the inspection. She also viewed written feedback from parents.
- The childminder shared a sample of documents with the inspector, such as those related to children's learning and her continued professional development.

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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