

Childminder report

Inspection date:

12 March 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children make suitable progress in some aspects of learning during their time in the childminder's care. For example, children begin to understand the importance of good health and hygiene. They are becoming independent in personal care routines, ready for their eventual move to school. Children generally behave well, use good manners and are polite. Children have good relationships with the childminder. They climb onto her knee for a cuddle when they need comfort or reassurance. They sleep when they need to, snuggled in soft blankets on comfortable cushions.

Children spend most mornings at playgroups. The activities they experience during these sessions do not meet their individual learning needs. This means that they are not supported to make the best possible progress. Nevertheless, children are learning to share, negotiate and build relationships with their peers. When children are in the childminder's home, they have access to a suitable range of resources, which means that they can make independent choices about their play. For instance, children learn to problem-solve and develop hand-to-eye coordination skills when they complete jigsaw puzzles. Children show good attention and listening skills, relative to their age, when activities interest them.

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

- The childminder does not currently implement a well-planned and sequenced curriculum for children. She completes assessments to track children's development. Next steps in learning are identified based on these assessments and information shared by parents and/or carers. If the childminder identifies gaps in children's development, she seeks advice from external agencies. However, the childminder does not use the information she gathers effectively. She does not plan high-quality learning experiences for children to promote their good progress. This means that, at times, children move from one resource to the next with little focus for their play or learning.
- Children do not benefit consistently from positive interactions with the childminder during their play. This means that the childminder is not always aware of children's emerging interests. As a result, she does not fully promote their curiosity and enjoyment. For example, children are excited when they see their reflection in shiny objects. They watch themselves intently as they practise moving and dancing. However, the childminder does not consider how she might capture this interest to extend their knowledge and skills.
- Children enjoy playing with a toy garage. The childminder shows them how their cars can go up in a lift or down a ramp. Children experiment when they explore how toy vegetables of different shapes roll down the ramp. The childminder models some language to promote children's communication skills. For instance,

she tells them one is 'a red beetroot' and the other 'an orange carrot'. Children wriggle and squeal with excitement as they push trucks up the ramp and watch as they roll quickly back down.

- The childminder introduces some mathematical concepts during children's play. They count from one to 12 using a clock face. The childminder shows them which number comes next in the sequence. Children demonstrate that they can identify different colours.
- Parents are positive about the care their children receive. They say that their children are happy and settled and the childminder offers children a loving and caring environment. Information about activities that children have enjoyed during their time in the childminder's care is shared with parents so they can continue these at home.
- Although the childminder acknowledges some of the weaknesses in her practice, she does not demonstrate an aspiration to improve the quality of education. As a result, she does not access targeted professional development to better her knowledge of how children learn and raise the quality of education to a higher standard.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
consider the individual needs, interests and development of each child in their care and use this information to develop a curriculum that is coherently planned and sequenced to build consistently on what children already know and can do	11/04/2025
be aware of children's emerging interests during their play, and stimulate and guide those interests through engaging interactions that fully promote children's curiosity, concentration and enjoyment	11/04/2025

improve their knowledge of how children learn, ensuring that activities outside of the setting meet children's individual needs and contribute towards their overall good progress.	11/04/2025
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Setting details

Unique reference number	EY423164
Local authority	Barnsley
Inspection number	10350123
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	6
Number of children on roll	10
Date of previous inspection	25 April 2024

Information about this early years setting

The childminder registered in 2011 and lives in Mapplewell, near Barnsley. The childminder has an assistant registered for emergency back-up care only. The childminder operates her childminding provision from 7.30am to 5.30pm, Tuesday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The childminder and the inspector discussed how the childminder organised different aspects of learning.
- The inspector spoke to children as they played and observed the activities they enjoy when they attend the setting.
- The inspector considered parents' feedback, and discussed working with different families with the childminder.
- The inspector observed the quality of education. She talked to the childminder about how they evaluate the provision and their ongoing 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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