

Childminder report

Inspection date:

25 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

Children feel happy and confident with the warm, nurturing childminder. They settle quickly in this home-like environment. The childminder gets to know each child well and values their unique qualities and changing interests. Children confidently lead during play. For example, when the childminder asks what they want to do next, children freely choose from a wide range of toys. The childminder listens carefully to their ideas and gives them enough time to respond. She knows the children in her care well and plans a challenging curriculum for all.

The experienced childminder is attentive to the children's needs. For instance, she recognises when young children are tired and ready for a nap and knows how to soothe each child to sleep. Children learn good manners. The caring childminder is a positive role model, routinely saying 'please' and 'thank you'. Children are friendly, respectful and kind to both adults and other children. The childminder sets clear boundaries for them to follow. Children understand the routine well. They happily put away their toys after playing and seek praise for doing so. This gives children a sense of responsibility for their environment. Children clearly feel happy and safe in her home.

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

- The highly-qualified and experienced childminder is confident, dedicated and enthusiastic about her work. Her passion and support for children with special educational needs and/or disabilities are evident. The childminder works well with parents, who feel supported and well informed about their children's development.
- Children receive a broad and balanced curriculum that is planned effectively by the childminder. They lead their own learning and freely access a wide range of resources. The childminder skilfully observes children as they play and uses her assessments to monitor their ongoing progress. She identifies any emerging gaps in children's learning and plans next steps to address these. Consequently, children make good progress in their education.
- The childminder understands the importance of encouraging independence in children. Children are encouraged to try and put on their own coats and shoes and to use the toilet independently. However, independence skills could be improved by encouraging children to drink from open-top cups and to wash their hands independently after toileting and before eating.
- The childminder encourages children to understand the importance of maintaining a healthy lifestyle. They have regular opportunities to be active during visits to the farm and local park, where they explore the natural environment. The childminder provides nutritious home-cooked meals for children. Children are taught about the significance of healthy eating and good

oral hygiene. The childminder offers opportunities for children to role-play as dentists and discuss the importance of brushing teeth and eating healthy foods.

- Children develop a love for books. Even the youngest children independently choose their favourite stories to share with the childminder. Babies turn pages and lift flaps to build their anticipation skills. The childminder comments on what is happening in the story to boost children's language development. Children enjoy listening to the childminder share a story with the group, and they use props to help them become more engaged.
- The childminder encourages children to count and recognise numbers through singing number songs and counting the number of pegs they clip onto the laminated hedgehogs to create spikes. However she does not regularly use mathematical language during everyday play. This limits children's ability to develop a deep understanding of mathematical concepts.
- The childminder ensures she has up-to-date knowledge and training. She uses the internet and engages with other childminders to gain support and share ideas to help improve her provision. The childminder works well with other agencies and shares information with teachers when children start school, which helps children to transition well.

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:

- further promote children's independence to develop self-esteem and resilience and prepare them for school
- introduce mathematical language into everyday play to promote children's understanding of mathematical concepts.

Setting details

Unique reference number	EY426322
Local authority	Barnsley
Inspection number	10408078
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 13
Total number of places	6
Number of children on roll	8
Date of previous inspection	24 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Barnsley. She operates all year round from 7.30am to 5.30pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant qualification at level 4.

Information about this inspection

Inspector
Claire Owen

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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