

Childminder report

Inspection date: 5 June 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are keen learners who enjoy their time in the childminder's fun-filled home. They have strong emotional attachments to the childminder, who creates a nurturing environment for children through her warm, cheerful and loving interactions. This helps children to flourish and feel safe, secure and happy. The childminder is a good role model to children. She helps them to develop important social skills, including having an understanding of simple expectations. The childminder uses positive words to praise and encourage children. She acknowledges kind behaviours, such as helping to tidy up, share and take turns. The childminder tells children how proud she is of them, which boosts their self-esteem and confidence.

Overall, the childminder plans a very effective curriculum. This helps all children to make good progress and develop fundamental skills in readiness for starting nursery and, ultimately, school. For example, children develop independence during familiar and healthy daily routines. They readily choose what they want to play with from a variety of accessible resources, which the childminder sets up invitingly in the stimulating playroom. Children focus and engage well during activities, such as those that develop their social, language, physical and mathematical skills. For example, children learn to count as they thread beads. As the childminder makes a giraffe with the moldable sand, she talks about how it will need a 'really long' scarf.

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

- The childminder gathers important information from parents and carers to help to settle new children in and build on their starting points for learning. For example, she takes children who are used to travelling in a car on public transport and expands on children's socialisation through visits to playgroups.
- The childminder considers themes and children's interests when planning broad and interesting educational programmes. However, her plans for younger children's future learning are, sometimes, too advanced.
- The childminder helps children to make connections and remember what they have been learning. For example, she extends discussions with children about their pets by creating a veterinary role-play area. After visiting the farm, children look at books and play with animal figures.
- The childminder provides unique opportunities for children to learn about the diversity of the world. For example, children take part in a charity initiative around a travelling bear which helps them to learn about a new country each month. They receive a travel journal and world map to log the bear's adventures and resources, such as a postcard, book and fact cards.
- The childminder helps children to develop a love of books and stories. This is important for early communication and literacy skills. For example, children

delight in choosing a book to share. They visit the library and take books home from the childminder's lending library in their special bag.

- The childminder creates inventive props to make storytelling animated and interactive for children. For example, as children listen to a story about a very hungry caterpillar, they count the items of food on laminated picture cards and take turns to post these into the caterpillar's mouth.
- Children develop good small-muscle strength and hand-eye coordination, in readiness for early writing. For example, younger children manipulate different latches on an activity board and older children use magnetic maze puzzles. Younger children squeeze, pinch and stretch sand which has a dough-like consistency. Older children use dough tools.
- The childminder builds on children's language skills through her continuous narrative. She introduces new vocabulary as children play and as she reads stories. Children remember words, such as 'volcano'. However, the childminder, sometimes, introduces comments and questions in quick succession without giving children enough time to think, process and respond.
- The childminder is committed to reflecting on, and developing, her practice, such as by undertaking a mentoring and early years professional development programme. She has introduced various initiatives to help to strengthen teaching and learning. The childminder seeks parents' views through questionnaires, to help inform her service.
- The childminder works closely with parents to promote continuity in children's care and learning. She shares information electronically and through photos and progress reports. Parents share photos for a 'my family is special' display, planned to help children to learn about everyone's uniqueness. However, partnerships with other settings children attend are not as strong to support continuity in children's learning.

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:

- refine plans for younger children's learning, so that these more closely align with their stage of development
- give children greater opportunities to think, process and respond to comments and questions
- develop partnership working with other settings children attend, to promote greater continuity in children's care and learning.

Setting details

Unique reference number	2721844
Local authority	Rotherham
Inspection number	10392824
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Brampton area of Rotherham and has an assistant listed for emergency back-up care only. The childminder is open Monday to Friday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder offers government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

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