

Childminder report

Inspection date:

28 May 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly and build positive relationships with the caring childminder. The childminder helps children to learn to share. She encourages them and reminds them to take turns. Children listen to her and try hard to practise this skill. The childminder offers support and reassurance when children need it. Children, in turn, are kind to each other and offer cuddles and support to each other when they are sad or upset.

The childminder does not focus enough on what she knows about children's existing skills and knowledge. This does not support her to plan a varied curriculum that helps children to build and develop a wide range of skills. Learning is too often child led rather than carefully thought out by the childminder. Although the childminder does now complete the progress check at age two years, this has not been consistent for all children.

The childminder can describe some of the skills that she wants children to have by the time they start school. For example, she focuses on developing independence and confidence, which the childminder does promote well. This helps children to be prepared for the change that comes with moving on to school.

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

- The childminder helps children to develop their listening skills. She provides musical instruments that engage children in singing their favourite nursery rhymes. She encourages children to sing loudly and then quietly. They listen to the sounds that the instruments make and play them alongside the song. They have good opportunities to practise this skill.
- The childminder helps children to develop their social skills. They mostly play well together. They enjoy using building blocks and singing their favourite songs. They are confident and speak to the inspector with ease about their toys. They have a positive relationship with the childminder and happily separate from their carers. They are eager to join in with their friends, and they enjoy their time with the childminder.
- Learning is not well sequenced to build on children's existing skills. For example, the childminder focuses on trying to get children to write their names with pencils before they have securely mastered their pencil grip or developed the muscles that they need for writing. This does not help children to master early skills and build on these.
- The childminder has only recently started to complete the progress check at age two years. She is not yet able to demonstrate how she uses the information gathered to help her to identify any gaps in learning that children may have and how she will support them.

- The childminder does not consistently support children to develop a wide range of vocabulary. She does not repeat words back to children enough when they do not pronounce them correctly or when they do not know the correct words for objects and animals. This does not support them to develop an even wider range of vocabulary.
- The childminder offers praise and encouragement to children. She tells them what they are good at and encourages them to try hard. They show pride as they show off the castle that they have built out of building blocks. She helps them to learn perseverance and to keep on trying.
- The childminder talks to children about their home lives and what they have been doing on the weekends. She encourages them to talk about their families and their similarities and differences. This helps to develop children's confidence. The childminder listens and shows a genuine interest in them.
- There is sometimes a lack of focus or leading learning from the childminder. This occasionally leads to children becoming restless. They are not consistently motivated to learn or to engage in what is provided for them. Children often have to wait for the activities or toys that they ask for.
- The childminder evaluates how her practice might impact upon children's learning and development. However, she does not use this self-reflection to identify professional development opportunities that she can undertake to develop her own skills and knowledge.
- The childminder builds positive relationships with parents. She shares appropriate information about children's learning and development so that they are well informed and can continue their children's learning at home.

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
use what you know about children to plan learning that builds on what children can already do and what they still need to practise and develop	20/06/2025

ensure that you complete the progress check at age two years for all children and use this effectively to identify any gaps in learning.	20/06/2025
ensure a greater balance between child-led and adult-initiated learning so that you can ensure that children learn the new skills and knowledge that you plan for them to learn.	20/06/2025

To further improve the quality of the early years provision, the provider should:

- develop your own skills to consistently support children to develop an even wider range of vocabulary
- use own self-evaluation and reflections to consider appropriate professional development opportunities that help you to develop your skills.

Setting details

Unique reference number	2724390
Local authority	Rotherham
Inspection number	10406536
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 5
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Swallownest area of Sheffield. The childminder is open Monday to Saturday, from 8am to 6pm, except for family holidays.

Information about this inspection

Inspector

Aimee Hill

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder showed the inspector the premises and discussed how she ensures that 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025