

Childminder report

Inspection date: 27 August 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 have secure emotional attachments to the loving childminder. This helps them to feel safe and secure, and play happily and confidently. For example, children develop independence while readily making choices from the rich range of accessible activities and resources. These are set up invitingly by the childminder to create a fun, welcoming and stimulating environment that sustains children's engagement well. Younger and older children build friendships as they play cooperatively during many activities. For example, they enjoy developing their imagination skills as they play with dolls and pretend to cook in the role-play kitchen. The childminder sets clear expectations for children, who behave well and develop important social skills.

Overall, the childminder plans an effective curriculum that prepares children for future learning and helps them make good progress. This includes children with special educational needs and/or disabilities. For example, she creates a cosy area where children can develop a love of stories and books. This not only fosters children's development of language, but creates strong foundations for their early literacy skills. The childminder supports this further by helping children to develop their large- and small-muscle strength, in readiness for early writing. For example, children build a tower with soft play blocks. Younger children scoop sand using toy diggers and sand utensils. Older children use tools that require more advanced manual dexterity, such as scissors and pipettes.

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

- The childminder often plans around topics, such as 'minibeasts', using rich and inventive ways to reinforce children's learning. For example, she takes children on outings and provides non-fiction books, resources, arts and craft activities and tactile media. She also exposes children to first-hand experiences, such as observing the life cycle of the butterfly.
- The childminder follows children's interests. For example, she enables them to choose between indoor and outdoor play as a result of her highly effective organisation of space.
- The childminder plans a wealth of activities and outings that promote children's all-round learning. However, she does not consistently adapt group activities, such as those where toy aquatic animals are encased in ice. For example, the childminder uses certain concepts and questions that are too advanced for younger children and does not seize opportunities to expand older children's knowledge of such animals.
- The childminder helps children to develop good levels of independence during effective daily routines. For example, children readily help to tidy up and wash their hands before eating, pour drinks and peel fruit.

- The childminder continually observes, assesses and plans for children's future learning, in consultation with parents. However, she does not always share precise enough information to help children with an emerging development delay to catch up more quickly. Furthermore, the childminder does not consistently link with other settings, to promote continuity in children's care and learning.
- The childminder provides a continuous narrative and reads stories in an exciting way to further develop children's speech. For example, she extends children's imaginative language during role play.
- The childminder's enthusiasm motivates children. For example, as she encourages children to pour water and salt over ice, she asks if they can see this melting and hear it cracking. As older children mix blue and red water together, the childminder encourages them to predict what colour this will make.
- The childminder spontaneously weaves mathematics into children's play. For example, she introduces the concept of floating and sinking, uses language, such as 'heavy', and encourages children to count their pieces of orange.
- The childminder helps children to learn about practices that contribute to living a healthy lifestyle. For example, she limits children's intake of salt and sugar when she provides homemade meals. The childminder makes healthy eating fun, for example through topics that include activities, such as making fruit kebabs.
- The childminder uses various sources of information and continued professional development to organise, reflect on and improve her service. However, the childminder failed to notify Ofsted of a significant change. Although this breaches a requirement of her registration, this oversight has had no impact on children's safety or learning. She is now fully aware of her duty to report significant events to Ofsted.

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:

- adapt planned group activities more precisely to support children's individual learning needs to a higher level
- strengthen communication with parents and other settings children attend to maintain consistency in children's care and learning.

Setting details

Unique reference number	2736324
Local authority	Rotherham
Inspection number	10405819
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the Kiverton Park area of Sheffield. The childminder is open Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare 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 with the inspector how she organises the early years provision and implements her curriculum.
- The inspector observed the quality of education as children took part in indoor and outdoor 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 and a parent during the inspection. She also viewed written feedback from parents, including their responses to questionnaires.
- The childminder shared a sample of documents with the inspector, such as those related to children's learning, including photos.

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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