

Childminder report

Inspection date: 30 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 happy and settled in the childminder's care. They form secure attachments with her kind and nurturing support. They enjoy the childminder joining in with their play and are supported by her reassuring praise and guidance. The childminder has high expectations for children, and they make good progress overall. They are well prepared for their further learning, including starting school. The childminder helps children progressively build their knowledge of shape, colour and counting, for instance, as they sort shells and sea creatures in their play tray and match colours in their ice-cream shop role play.

Children grow in confidence. They build strong bonds with the childminder from the start, which contribute to their confidence and well-being. The childminder helps children to behave well and show consideration for others. They follow the childminder's considered instructions and learn to make decisions about what to play with or work on next. The childminder supports them to develop a healthy lifestyle through, for instance, good eating, sleeping and toileting routines. Parents comment on the positive impact the childminder has on their children's personal and social skills, including their appreciation of the world through the topics, themes and visits she plans.

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

- The childminder makes good use of information from parents and accurate assessments of children's skills, knowledge and understanding to match learning closely to children's needs. She plans engaging activities that are based on their interests that systematically build on their learning. However, she does not consistently fully extend and deepen children's learning through, for example, supporting them to build further on their answers to questions to fully embed their knowledge and understanding.
- Children develop their personal skills well. The childminder guides children to independently select the toys they would like to play with and create their own imaginative games. She helps children to build their turn-taking and sharing skills through, for instance, well-chosen games and creative activities.
- The childminder has very positive expectations for children's behaviour and thoughtfulness towards others. She sets clear boundaries that help children to recognise and manage their own behaviour and develop a sense of right and wrong. She creates a calm and friendly environment that encourages children to feel safe and respected. She makes use of songs and stories to help children recognise and appreciate the different emotions they feel.
- Children's love of books, stories and rhymes is strongly promoted and supports their developing vocabulary and understanding of the wider world. The childminder shares well-read books regularly throughout children's play and

learning. She links well-chosen fiction and non-fiction books to the topics and themes that interest children to bring learning to life. Regular visits to the library and playgroups enrich their appreciation of books and stories.

- The childminder helps children develop their early mathematical skills well. Children are regularly engaged in counting activities that help secure their understanding of the quantities that match different numbers. Children learn to identify different shapes and colours as they choose their favourite ice-cream flavours from a simple colourful menu card.
- The childminder is a warm and positive role model. She encourages children to use good manners and to behave well. Children learn to pay attention to others and to say 'please' and 'thank you' and to share with others. The childminder helps children to understand and manage their own behaviour.
- The childminder helps children develop their physical skills well. They build their hand and muscle control as they sort objects, such as sea shells, or pick up model sea creatures and other small objects in their water play. These skills help prepare children for later writing tasks. They develop their running, jumping, balancing and throwing skills through, for instance, ball games or regular walks and visits to country parks, forests and play centres.
- The childminder has made a very strong start to her childminding service. She draws well on her previous professional childcare experiences and current training, for example on storytelling, to develop her practice. She reflects regularly on her provision through engagement with parents and discussions and activities with early years professionals, including local authority advisers and other childminders.
- Parents strongly recommend the childminder. They appreciate how happy and engaged their children are in her care. They welcome the very regular information the childminder shares with them on their children's daily activities and ongoing progress.

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:

- strengthen planning and engagement with children to further extend and deepen their good knowledge, skills and understanding.

Setting details

Unique reference number	2743760
Local authority	Rotherham
Inspection number	10405884
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	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in North Anston, Sheffield. She operates all year round, from 7.15am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate level 3 early years qualification. The childminder provides government funded childcare.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The childminder showed the inspector around the premises, indoors and outdoors, and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to children as they played.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through their written feedback.

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