

Childminder report

Inspection date: 29 July 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 secure in the care of the warm and calm childminder. Babies and children learn to be increasingly confident as they choose for themselves from the toys and activities the childminder plans for them. For example, babies develop their early walking and handling skills as they push the pushchair around the room and lift the baby doll out to feed her. The childminder encourages children to engage in role play using soft toys and other resources. As children play, she guides them to learn more about home and shopping experiences. Children make good progress overall. The childminder prepares them well for the next stages of their learning.

Children respond well to the childminder's high expectations and thoughtful routines. They learn to behave well towards each other and be patient and polite. For example, children quickly sit and gather round the childminder to show they are ready to start a new activity or to join in a greeting song and wave and smile at each other. The childminder supports children to develop their social skills and self-awareness. For example, she plans experiences for children to play with other childminders and their children and offers regular playgroup visits and trips to museums and other places of interest.

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

- The childminder has made a positive start to developing her provision. She plans a curriculum aiming to build on children's learning, particularly their communication and personal skills. However, this is less well developed for some areas, such as early mathematical skills. For instance, the childminder encourages children to count to 10 or more, rather than develop a good understanding of the quantities of early numbers to five. This does not help children to establish a secure foundation for their learning.
- The childminder knows children well. She builds a strong bond with children from the start and establishes good relationships with parents and carers. The childminder uses her knowledge of children's achievements and interests to provide activities that stimulate and engage children. She identifies gaps in key areas of children's learning, such as speech and physical development, at an early stage. The childminder works well with parents and other professionals, such as health visitors, to promote children's learning.
- The childminder often asks children questions that reinforce their knowledge of, for example, colours and other key facts. However, she does not consistently build on their responses and encourage them to reason and further extend their independent thinking.
- The childminder has positive expectations for children's behaviour and thoughtfulness towards others. She creates a very calm and friendly

environment that encourages children to feel safe and respected. The childminder engages children in talking about simple rules, such as using 'kind hands'. She sets boundaries that help children to feel consistently safe and cared for.

- The childminder supports the development of children's speaking and listening skills. For instance, she encourages babies and children to look at the person talking to them as they play and to follow simple suggestions and instructions. The childminder makes effective use of repeated activities, such as nursery rhymes and songs about the weather and days of the week. She uses these activities to help children to recognise rhyming patterns and memorable vocabulary.
- The childminder supports children's enjoyment of books and stories well. She often sits and shares favourite books chosen by the children. The childminder reads books well. For example, she encourages babies to feel the texture or lift flaps as they listen. This helps them to build a sense of anticipation and learn to turn the pages and follow the story. Older children learn to enjoy the rhythm and sounds of words as they join in repeated phrases of well-known stories.
- The childminder reflects regularly on her practice. She reviews her provision through, for example, personal research to promote parents and children's awareness of safe and healthy eating, including providing nutritious snacks and meals. The childminder regularly discusses the development of her curriculum with the local authority's early years advisers and other childminders.
- The childminder establishes a strong relationship with parents, who highly recommend her provision. They appreciate the regular two-way communication she encourages and the breadth of learning experiences their children receive.

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 curriculum planning to develop children's learning, particularly their early mathematical experiences, more systematically and consistently
- focus on developing interactions with children to support their deeper learning and reasoning skills.

Setting details

Unique reference number	2749035
Local authority	Rotherham
Inspection number	10405900
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	0 to 4
Total number of places	3
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Rotherham. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She 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 the 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 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.

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