

# Childminder report

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Inspection date: 30 July 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children arrive happy and are welcomed by the enthusiastic childminder. They build a strong relationship with the childminder and develop close friendships with other children. The childminder knows children well. She is kind and approachable, so that children feel safe. She gets down to children's level and responds to children as they arrive. The childminder listens to children's interests and talks about their favourite characters as they start the day. As a result, children have a sense of belonging and settle quickly. Children have a clear routine, understand what is happening and know what to expect next. The childminder is passionate about the care she offers. She has designed an ambitious curriculum that focuses on developing the skills children need for starting school.

The childminder has created an environment where children enjoy a variety of experiences that promote their communication and language. She supports children to develop curiosity and a love of learning. Children play outside each day and visit parks and other natural environments. The childminder encourages children to express themselves as they make choices and learn through play. For example, children play with toy farm vehicles and talk about seeing a combine harvester. They are excited and animated as they use their emerging language to explain their experiences from real life.

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

- The childminder sits on the floor among children at song time. Children choose a soft toy and suggest a song. The childminder is affectionate so that children have a sense of belonging. Children confidently express their ideas and practise counting on their fingers. This helps children to develop their language and mathematical skills.
- The childminder promotes healthy eating. She shares information and ideas with parents and carers to ensure that meals and snack are healthy and nutritious. Children sit together with the childminder so that mealtimes are sociable events.
- Children practise their independence skills. They wash their hands and help to prepare snacks. Children are polite and say 'please' and 'thank you.' The childminder teaches children to take turns, serve each other at mealtimes and use cutlery to chop fruit. This supports children to develop their self-care skills.
- The childminder teaches children about opposites. She uses a book and animatedly asks questions. Older children respond with ideas and younger children raise their arms to show that they understand 'high.' However, the childminder speaks quickly and asks questions before children have heard the story. This means that children have not had a chance to understand and process information and respond. As a result, the activity is hurried and children lose interest.

- The childminder listens to children and understands their emerging language. She responds to their ideas so that they feel valued and understood. However, the childminder does not ensure that they hear the correct pronunciation of words and sounds, such as by consistently repeat back their emerging language.
- The childminder gives children instructions and asks them to help, such as by getting their water bottles. However, she does not consistently give short and clear instructions that children can understand and follow. As a result, on occasions, not all children are able to follow the instructions or receive praise for completing small tasks.
- The childminder promotes diversity and inclusion in her interactions and outlook. She teaches children about a variety of cultural festivals. The childminder provides resources and books that reflect people from different ethnicities.
- The childminder and any assistants she works with work closely together. They share information and help each other. The childminder networks with other professionals and childminders to share good practice and support children with special educational needs and/or disabilities. She identifies training to use her assistants' specialisms.
- The childminder finds out about children when they start. She monitors children's progress and shares information in daily conversations and on an app. This helps parents and carers to be involved in their children's learning.
- Parents say that they are lucky to have found the childminder and that their children have built a close bond with her. Parents say that their children love coming and have made remarkable progress, especially in developing language, communication and confidence. Parents particularly value the outings and say that the childminder offers experiences that ignite children's interest in the world and promote language as children explain their experiences.

## 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:**

- review the organisation and pace of adult-led activities to ensure that children understand and are involved
- support children to hear the correct pronunciation of words and sounds, such as by repeating back children's emerging language
- help children to know what is expected and complete tasks, such as by giving them clear and short instructions to follow.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2757833                                                                           |
| <b>Local authority</b>                             | Rotherham                                                                         |
| <b>Inspection number</b>                           | 10410574                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and provides childcare in the Thurcroft area of Rotherham. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She works with an assistant. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Caroline Brooks

### Inspection activities

- The childminder showed the inspector around the setting. She explained the curriculum and how the setting is organised.
- The inspector held a number of discussions with the childminder and her assistant.
- The childminder showed the inspector relevant documentation.
- The inspector observed the interactions between children and the childminder.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector.

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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