

Childminder report

Inspection date: 4 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 arrive happy and enjoy coming to the setting. The childminder has created a calm and homely environment, where children feel safe and happy. She carefully presents resources so that children can choose, play and learn. Children follow their interests and are engaged and interested in their play and exploration. The childminder sits on the floor among children so that she is available for them. She builds close bonds with children and knows them well. The childminder supports children to develop excellent communication skills. She is sensitive to their interests and individual needs. As a result, children settle easily and are confident and eager to learn.

Children have a routine so that they know what is happening. They share responsibilities, such as they help to put things away. Children feel valued and have a sense of belonging. They are confident, asking the childminder questions. She speaks clearly and is interested and affectionate. The childminder understands children's emerging language and consistently repeats back their words. This helps children to hear the correct pronunciation of words and sounds.

The childminder has developed an ambitious curriculum that she adapts to meet the age and needs of each child. The curriculum focuses on children being ready for school. Children develop independence, learn to communicate well, interact with others and be kind and curious. The childminder embeds the curriculum in all areas and has clear next steps for each child's learning. She adapts activities and interactions so that each child can participate, achieve and flourish.

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

- The childminder promotes children's language through songs, movement and rhymes. Children choose favourite songs and follow the actions. The childminder models language well. She sings at a gentle pace so that children can identify words in songs. She encourages children to follow instructions and learn to wait and take turns.
- The childminder promotes children's love of books and reading. Children choose from a variety of books that reflect their interests and activities. For example, children recognise construction vehicles in a book and excitedly practise new vocabulary, such as 'excavator.'
- Children enjoy healthy food together at the table. They learn to wash their hands, chop fruit and spread toast. The childminder sits with children so that meals are sociable events. This helps children to learn about healthy lifestyles.
- Children choose books to explore in the reading tent. They invite the childminder to read out loud to them. Children gather around the childminder to listen. However, occasionally, the childminder does not consider how to organise small-

group activities to engage children in their learning. For example, children become distracted because noisy toys are playing nearby. As a result, they lose focus and their learning is interrupted.

- Children develop independence and learn to do things for themselves. The childminder speaks clearly and gives simple instructions that children can follow. She encourages children to persevere and gives them space and time to concentrate and complete tasks. For example, children learn how to unfasten their bags.
- The childminder promotes equality and diversity in her interactions. She provides resources and books that represent people with a range of ethnicities and abilities. Children learn about cultural festivals, families and beliefs through activities and outings.
- The childminder has a vision for children's education. She offers children a wide range of experiences that they can learn from. Children enjoy regular visits to parks and woodland where they can explore, develop physical skills and independence and have things to talk about. Children experience travel by bus, car, tram and train. As a result, children are eager learners.
- The childminder has a close partnership with parents and carers. Parents say that children are happy and thriving with the childminder. They say that she shares information with them daily and that children make excellent progress, especially in their language and communication. Parents particularly value the outings to parks, woodland and natural environments.
- The childminder has established strong links with other childminders so that they can share good practice and offer support. Children visit a weekly toddler group so that they can socialise with other children and enjoy group activities.
- The childminder has built relationships with other professionals where she can access advice and support. She evaluates her practice and makes changes to meet the needs of children. The childminder is committed to her own professional development and has undertaken training to develop her practice. For example, the childminder skilfully teaches mathematical concepts to children.

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 of small-group activities, so that children remain focused on their learning.

Setting details

Unique reference number	2758575
Local authority	Rotherham
Inspection number	10410575
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and operates in the Dinnington area of Rotherham. She operates all year round, from 8am to 5.30pm, Monday and Tuesday and from 8am to 5pm on Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. She offers the government funded places for childcare.

Information about this inspection

Inspector
Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used for childminding. She explained the curriculum and how her setting is organised.
- The inspector held a number of discussions with the childminder during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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