

Childminder report

Inspection date: 29 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care and demonstrate that they have developed positive relationships with her. They show that they feel safe and secure and confidently explore their surroundings. The childminder follows children's lead, actively supporting them to select what they would like to do next. Children enjoy being outdoors in the childminder's garden and benefit from ample opportunities to participate in active play. This positively contributes to their overall health and well-being. Children draw murals on the garden fence and excitedly search for insects on a bug hunt. The childminder's positive approach encourages children to become fully involved in activities. For instance, children eagerly take part in a physical activity where they throw beanbags and balls into an inflatable score board. Older children confidently write down the scores and add each child's total score together to identify the winner.

The childminder uses simple routines and clear language to help children learn what is expected. Children listen well to instructions and persevere with activities. They understand and follow the childminder's rules and boundaries. The childminder maintains a calm and supportive approach when communicating with the children. She gently guides them to share and take turns.

Children practise healthy habits, such as washing their hands after using the toilet and before meals. The childminder encourages them to drink water and to try healthy snacks. The childminder promotes teeth cleaning with children and the need for lots of physical exercise and fresh air.

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

- The childminder designs a curriculum that is shaped by her knowledge of each child's development, interests and home life. Her initial focus is on promoting communication skills, emotional development and independence, particularly for the youngest children. The childminder adapts experiences to match children's stages of learning, such as providing tweezers and scoops for younger children who are beginning to develop their fine motor skills. Children progress well.
- The childminder places a significant emphasis on literacy and fostering a love of books and reading in children. Her method of reading is both engaging and captivating. She utilises props such as visuals to enhance children's involvement in storytelling. For example, children engage well with the stories the childminder reads to them. They are curious about the various props the childminder uses during story time, and they spend extended time exploring. As a result, children develop their listening and attention skills effectively.
- Generally, the childminder supports children's communication well. For example, she speaks to children and responds to what they say to help develop

conversational skills. However, on occasion, the childminder repeats back what children say rather than using new vocabulary to extend what children already know and can say.

- Children develop positive attitudes to learning and engage well in the activities on offer. Children follow instructions, show curiosity and concentrate well during activities. For example, older children concentrate as they draw the life cycle of a butterfly. They persevere as they work out and recall the different stages of the life cycle. Children show kindness and help each other to succeed.
- The childminder is knowledgeable and has a strong understanding of how children learn and develop. She is aware of each child's age, stage of development and abilities, and she regularly assesses their progress. The childminder plans engaging activities that meet children's individual interests and support their next steps in learning.
- The childminder supports children's early mathematical development well. Children learn to recognise different numbers through creative activities. The childminder encourages children to count and helps them to recognise different shapes. They learn about size and position through daily discussions and activities.
- The childminder plans interesting trips in the local community. She regularly takes children to parks and local groups, helping them to develop an understanding of the wider world and opportunities to socialise with others.
- Partnerships with parents are strong. The childminder understands that working together with parents and carers is important for children. She diligently shares what children know and can do with families. This helps parents to continue their children's learning at home.
- The childminder is committed to her professional development. For example, she researches new topics that interest her and uses books as a way of developing her knowledge and skills. She takes part in training to continually build on her knowledge to impact on children's learning and development, such as understanding dyslexia training. The childminder reflects on her work regularly and identifies areas for improvement.

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 further ways to extend children's vocabulary beyond what they already know and can say.

Setting details

Unique reference number	303078
Local authority	Rotherham
Inspection number	10399802
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 1992 and lives in Anston, Sheffield. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachael Barrett

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.

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