

Childminder report

Inspection date:

17 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has created an inspiring, calm and nurturing environment where children make choices as they play and explore. She recognises individuality, observes children and identifies their interests and how they learn. As a result, children are at ease, feel safe and settle extremely well. Children develop a sense of belonging as they are welcomed into the 'childminding family'. The childminder's ethos is to focus on well-being. She creates cosy learning environments and is inspired by nature so that children feel connected, calm and happy. She adapts and slows the pace so that very young children and those with special educational needs and /or disabilities (SEND) are fully included.

Young children build secure foundations for learning through movement, interaction and play. For example, the childminder encourages children to become vocal and to explore sounds through song and rhyme. Children learn the names of animals as they playfully clap and sing. Children communicate well and build bonds with the childminder and other children. They make eye contact and use facial expressions to show affection and understanding.

Children develop a love of books and reading. They choose books and handle them with care. Children snuggle onto the childminder's lap to share stories. The childminder tunes in to each child's emerging language. She interprets and repeats back words such as 'purple' so that children feel valued and hear the correct pronunciation.

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

- The childminder has the highest of expectations for all children. She has developed a child-centred curriculum that focuses on the prime areas of learning. She believes in children and supports them to be capable, confident and secure. She gets to know children well and identifies focus areas for learning. She shares information with parents to inform learning at home. As a result, children make excellent progress from their starting points.
- The childminder is emotionally available for children. She sits among children as they explore so that they feel safe. She uses language well and calmly narrates children's play so that they feel important. The childminder listens and responds to children at a gentle pace so that they have time to think and process information. As a result, children feel respected and are confident as they explore and try new things.
- The childminder has a clear routine so that children know what is happening now and next. Children enjoy outdoor play each day in a rich and well-resourced environment that ignites their curiosity. Children benefit from daily visits to local playgroups, a music group and the library. The childminder takes children to visit

parks and woodland so that they can socialise with a wider group, enjoy physical exercise and explore the natural world. As a result, children are confident learners.

- The childminder is professional and knowledgeable. She knows about child development and particularly about the children in her care. She is constantly evaluating her practice so that she can adapt to meet the needs of each child. She has a desire to improve and has a programme of continual professional development. For example, she participates in training to support the children in her care, particularly those with SEND. She invests in the setting and spends additional funding wisely, for example on creating outdoor areas specifically for younger children.
- The childminder embraces diversity throughout her practice. She gathers information from families about children's lives and family traditions. Children learn about diversity when they attend community events. Books and resources represent people from different ethnicities, faiths and families. Children try different foods and learn words in different languages.
- The childminder promotes healthy lifestyles. She is well organised and offers children a variety of nutritious snacks and meals. Younger children learn to feed themselves. They make choices and taste new foods and textures.
- The childminder develops close partnerships with parents. She shares information and ideas in conversation and through photos of children's play and development. This helps to develop connections between the childminder and home so that learning is continuous.
- Parents speak very highly of the childminder. They say that she is professional and knowledgeable and that she has helped make referrals to other agencies. Parents appreciate the nurturing environment, saying she has created a 'magical' space where children can explore and learn. Parents report that children are thriving and making 'remarkable' progress, especially in their communication, language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	303197
Local authority	Rotherham
Inspection number	10407692
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 8
Total number of places	6
Number of children on roll	22
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 1998 and lives in Rotherham. She operates Monday to Thursday from 7.15am to 5.30pm, and some Fridays upon request, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education.

Information about this inspection

Inspector
Caroline Brooks

Inspection activities

- The childminder showed the inspector the areas used and explained the curriculum and how her setting is organised.
- The childminder and inspector held a number of discussions during the inspection.
- The childminder showed the inspector relevant documentation.
- The inspector observed play, stories and interactions between children and adults.
- The inspector observed children eating together during the inspection.
- Parents shared their views of the setting with the inspector in 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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