

Childminder report

Inspection date:

13 May 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

Children reach their full potential in the childminder's care. They are thoroughly prepared for the next stage of learning through the childminder's systematic and well-considered curriculum. Children develop their cooperative learning, for example, as older children guide younger ones in putting on their shoes, spreading their toast and sharing dance moves. The childminder skilfully interacts with children to help them build consistently on their mathematical skills. For example, two-year-old children accurately count out four toy plums to feed the model hungry caterpillar. The childminder asks older children, 'How many would there be if I took two away?' They look carefully and reply 'two'.

Children learn to be confident communicators. The childminder helps them to express their reasoning with an extensive vocabulary. For example, children explain to their friends how, 'The lock gate closes and the water rises,' as they develop their water play after a visit to a canal.

The childminder sets very clear routines and boundaries for children's behaviour and attitudes. These consistent rules and guidance help ensure that children play safely together indoors and out and follow instructions thoughtfully. Parents observe that their children become polite, sociable and confident through the warm care provided by the childminder.

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

- Children's learning centres on developing rich and imaginative communication skills. The environment encourages learning through children's interests and engagement. For instance, vocabulary, knowledge and mark-making skills are enhanced as children listen to stories, create treasure maps and engage in pirate role play inspired by visits to a lake and woodlands.
- The childminder enriches children's experiences through developing their love of books, rhymes and songs. She makes very good use of props, such as soft toys and models, to make nursery rhymes and songs memorable. She systematically builds their knowledge and appreciation of language patterns and vocabulary through the many opportunities to share well-chosen books.
- The childminder strongly supports children in developing an understanding of numbers and early mathematical language. Children learn to match quantities of numbers with their counting up to five, using puppets and model animals to perform counting songs. They organise objects by size and shape during construction and creative activities. The childminder prompts children to explain their understanding through skilful questioning and focused commentary as they play.
- Children develop their understanding of the world through various imaginative

experiences. The childminder plans regular activities, such as visits to places of worship, playgroups, libraries and forest school and many more extensive visits. These contribute to children's social skills, confidence and knowledge. Photo books that document these activities further help to create lasting memories.

- The childminder very effectively plans for and supports children's personal development, behaviour and attitudes. She addresses the children's immediate personal and emotional needs through smiles, praise and positive reinforcement. The children are encouraged to always use good manners and recognise the needs of others. The childminder helps children to understand and accept their own emotions through carefully considered books, stories and other experiences.
- Children's physical development and interest in a healthy lifestyle are robustly encouraged. The childminder enhances their strength and body control through, for instance, regular planned movement work and yoga activities, dancing and daily walks. The childminder provides healthy and nutritious snacks and meals. Children participate in meal preparation, which helps develop, for instance, their fine motor skills and safe handling of tools.
- The childminder aims to help every child reach their potential before progressing to the next stage of their learning. She regularly and rigorously evaluates her practice by gathering feedback from parents and consulting with other early years professionals. She enhances her experience through targeted training, such as developing children's language skills to enable them to ask meaningful questions. The childminder supports other childminders who are new to their role.
- The childminder establishes robust relationships with parents from the outset to promote children's learning. Parents value the comprehensive and beneficial information shared by the childminder, which enhances children's learning at home and supports their transition to nursery and school.

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	501534
Local authority	Rotherham
Inspection number	10392109
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	2 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2001 and lives in Maltby, Rotherham. She operates during term time only, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder sometimes works with an assistant. The childminder holds an appropriate qualification at level 3 and offers funded early education for two-, three- and four-year-old children.

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 the children's learning.
- The inspector spoke to the children as they played.
- Parents shared their views of the childminder's setting through discussions and their written feedback.
- 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.

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