

# Childminder report

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Inspection date: 24 September 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are engaged and motivated during their time with the experienced and caring childminder. The childminder builds on children's interests, skills and engagement through generally well-planned activities. Children make good progress overall in all aspects of their learning and are prepared for the next stage in their development, including starting school. For instance, children develop their fine muscle control. They progress from building tall towers with large wooden bricks to using smaller and finer construction materials that require more dexterity. They learn to refine their knowledge of colours as they mix paint for autumn pictures and explain, 'Orange is red and yellow.'

Children are well behaved. They feel safe and confident in the childminder's care. The childminder is a positive role model and strongly supports children to be polite and considerate to others. For example, they say 'please' and 'thank you' as they pass around food and enjoy their nourishing snacks and meals the childminder prepares for them. Children have many opportunities for healthy physical activity on regular walks and games in the childminder's garden or at local parks. Parents appreciate the strong support the childminder gives to all areas of their learning and the guidance to support learning at home.

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

- The childminder draws on her experience and training to help children systematically develop their skills, knowledge and understanding well overall. However, occasionally, the childminder does not match learning as closely as it could be to children's needs. For instance, sometimes, activities are too challenging and require skills or knowledge the children are not ready for, such as recognising letter sounds.
- The childminder promotes children's independent learning skills well. She encourages them to choose the toys and books they would like to play with. She helps them to develop favourite songs, rhymes and stories. She provides children with clear and useful strategies to help them fasten their coats and put on their shoes with little or no assistance. All these activities prepare them well for their later learning.
- The childminder strongly promotes children's listening, speaking and early literacy skills. She introduces children to well-chosen songs and nursery rhymes that develop their familiarity with the sounds, patterns and rhythm of language. She encourages children to talk to each other as they play and leads by example.
- The childminder encourages children's love of and engagement with books. She carefully chooses books that broaden children's understanding of the world and cultural experiences. She uses a range of strategies, such as role play, puppets

and soft toys, to help children understand and remember characters and plot.

- The childminder is ambitious for children to make the most of their time with her. She regularly reflects on her practice and talks to other professionals, such as local authority early years advisers, to strengthen the provision and plan her further training. The childminder provides support to other childminders, particularly those new to their role.
- The childminder promotes children's healthy lifestyle. She guides children to wash their hands regularly with increasing independence. Children learn about the importance of good dental health as, for instance, they brush their teeth after their meals. The childminder carefully considers the meals she prepares for children, following national nutritional guidance on healthy eating.
- The childminder works in partnership with parents to recognise when children are ready for toilet training. She provides privacy and a range of toileting facilities to help children feel safe and confident.
- The childminder makes good use of information from parents to support children's learning and development. Parents strongly recommend the childminder. They know that their children are happy and making good progress. They appreciate the guidance and support she offers for children's eating habits, toilet training and particularly their social skills and confidence.

## 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:**

- sharpen planning and interactions with children to closely match teaching to children's needs to deepen rather than over-extend learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY227571                                                                          |
| <b>Local authority</b>                             | Rotherham                                                                         |
| <b>Inspection number</b>                           | 10408307                                                                          |
| <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> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 30 January 2020                                                                   |

## Information about this early years setting

The childminder registered in 2002 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. The childminder holds an appropriate early years qualification at level 3. She provides 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 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 children's learning.
- The inspector spoke to children as they played.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through discussions and 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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