

Childminder report

Inspection date: 22 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have secure emotional attachments to the enthusiastic and caring childminder. This means they play happily, enjoy their time at the setting and feel safe and secure. Children are familiar with daily routines that help them to develop their independence skills. For example, younger children learn to put on their shoes when it is time to collect older children from nursery. Older children promptly settle after taking off their coat and shoes, placing them where they belong and completing the 'weather' chart. As older children help to prepare fruit, they learn to use equipment, such as an apple corer. This supports the important development of small-muscle strength in readiness for early writing. This is further supported as the childminder encourages children to make marks with water outdoors using wide paintbrushes.

The childminder's generally effective educational programmes help children to make good progress, in readiness for their future learning. Children make great strides in their communication and language development. The childminder maximises opportunities to build on this, for example, during the walk to and from nursery. She supports children to observe many aspects of nature as they notice butterflies, insects and birds, which is something they have recently been learning about. Children are kind and sociable. They follow the childminder's consistent expectations for their behaviour well inside and outside the home.

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

- Overall, the childminder plans an effective curriculum that promotes children's all-round learning. Adult-planned activities, in particular, support children's learning well. However, the available resources and activities are not broad enough to extend older children's learning as they lead their own play.
- The childminder provides a wealth of exciting outings that expand children's knowledge of the world. For example, children embark on a trip to a Minster where they observe touring artists' exhibitions. They observe lambs being born, newly-hatched chicks and lamas at the farm. The childminder plans follow-up stories and activities to reinforce and build on children's learning.
- The childminder swiftly identifies and supports children with an emerging developmental delay, alongside parents and carers. She encourages parents to support children's next steps in learning, such as their communication skills. For example, the childminder signposts parents to activities, websites and initiatives that promote early speech and a love of reading. Younger children delight in joining in with fun rhyming songs and listening to the story they have chosen from the library.
- The childminder uses photos to spark conversations with children about what they have been learning. For example, children remember activities, such as

dressing up in costumes, during an event where they met and learned about the different people who help them.

- The childminder skilfully interacts with children to motivate them and extend their learning. For example, as younger children build with bricks or complete puzzles, she introduces simple mathematical language and helps them to solve problems.
- The childminder helps children to develop concentration and perseverance. For example, she gently encourages young children not to get cross when a piece of jigsaw does not fit, but to try a different piece or turn the piece around. The childminder praises their success, which helps to foster children's self-esteem, confidence and 'can-do' approach.
- While walking back home, the childminder points out letters and numbers on signs to help promote older children's development of mathematical and literacy skills. Older children confidently talk about which letters are in their name or their friends' names. Children confidently count pieces of fruit.
- The childminder works closely with parents as children settle in and, thereafter. She communicates very well with other settings to complement children's care and learning. For example, the childminder shares photo booklets to prepare children for starting nursery, duplicates the songs children are learning and plans activities that link to the nursery's termly themes.
- The childminder helps children to learn about the special festivals that they and other families celebrate. However, children have fewer opportunities to learn about diversity and their own uniqueness in a broader sense.
- The childminder expertly uses the knowledge gained from a wide range of targeted training. For example, she has developed her knowledge of how to increase boys' interest in early writing.

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 planning for older children, to extend their learning in line with their stage of development, during child-initiated play
- broaden children's opportunities to learn about their own uniqueness and all aspects of diversity.

Setting details

Unique reference number	EY342134
Local authority	Rotherham
Inspection number	10388267
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	7
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2006. She operates all year round, Monday to Thursday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3 and offers government funded childcare.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- The inspector observed the suitability and safety of the childminder's premises.
- The childminder explained to the inspector how she organises her early years provision and implements the curriculum.
- The inspector observed the quality of education during indoor and outdoor activities and assessed the impact on children's learning.
- The inspector accompanied the childminder when she went to collect children who attend the nursery within the local primary school.
- The childminder and the inspector carried out a joint observation.
- The inspector spoke to children and parents during the inspection, including over the telephone. She also viewed written feedback from parents.
- The childminder shared a sample of relevant documents, such as that related to the childminder's continued professional development and children's learning.

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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