

Childminder report

Inspection date: 15 September 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 arrive happy and ready to play. They run excitedly into this homely setting and settle quickly. Children remember to take off their shoes and coats and to say 'hello'. The childminder is dedicated and enjoys the company of the children. She is affectionate and sits among children as they start the day. Younger children babble as they play. The childminder understands their emerging language and repeats back key words so that they feel valued and can hear the correct pronunciation.

The childminder develops good relationships with children, helping them to feel safe and be confident. She knows children well and identifies their interests. The childminder creates themed activities that interest children. For example, when children like to play with toy cars and learn about transport vehicles, the childminder helps them learn how to take turns, anticipate and count as they race cars down a ramp.

Children are physically active. They play outside each day and explore sensory activities, such as water and sand. Children enjoy woodland walks and visits to local parks, where they explore, develop physical skills and learn about the natural world. The childminder takes children to enjoy seasonal activities, such as picking sweetcorn, so that they can learn about growing food and taste new foods. Children enjoy visits to playgroups, where they socialise with other children and explore new activities. This provides children with opportunities to be sociable, confident and independent.

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

- The curriculum focuses on supporting children to be ready for school. The childminder monitors children's progress, identifies next steps in learning for each child and shares information and ideas with parents.
- The childminder promotes diversity and inclusion in all areas of the curriculum. Books, resources and displays show people of different ethnicities, cultures and abilities. The childminder supports children to understand similarities and differences so that they learn about the world outside their community.
- The childminder recognises the importance of routines so that children know what to expect now and next. Children enjoy developing language through rhyme, song and stories each day. Children explore an exciting array of paper and board books. Children make choices, turn pages and look for images of cars.
- The childminder has created a well-resourced environment so that children can make choices as they play. The setting is calm with few distractions, so that children can hear and interact. The childminder models good language and speaks clearly. However, on occasion, in her eagerness to assess what children know, the childminder asks closed questions as children play. Sometimes, this

interrupts children's play and engagement and does not support their independent thinking skills.

- The childminder ensures that children enjoy healthy meals and snacks. She sits with children at the table to promote their safety. Children develop independence as they chop fruit and drink from open-top cups. As a result, mealtimes are sociable occasions where children feel important. They demonstrate good manners, say 'thank you' and follow instructions as they put waste in the bin. The childminder shares information to encourage children and families to make healthy choices at home.
- Children learn to brush their teeth independently and the childminder works closely with parents as children learn to respond to their own physical needs and self-care. She offers support and privacy so that children are confident and have a sense of achievement.
- The childminder has developed a good relationship with the local school. Children walk with her to school each day, helping them to become familiar with the school, its staff and the children. This helps to make transitions smooth when children move on.
- The childminder works closely with other professionals to offer support for children with special educational needs and/or disabilities. She is part of a childminding network that meets regularly to share good practice and ideas. The childminder engages in training to further develop her knowledge and understanding.
- The childminder has developed excellent partnerships with parents. Parents say that they value and trust her. She uses a variety of ways to communicate with parents. Parents say that their children are happy, thriving and making remarkable progress, especially in language and communication. Parents particularly appreciate the daily walks, visits and home-cooked meals for their children.

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:

- review interactions with children during self-chosen play to ensure that questions are designed to promote language and extend thinking.

Setting details

Unique reference number	EY343884
Local authority	Rotherham
Inspection number	10408066
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 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	24 January 2020

Information about this early years setting

The childminder registered in 2006 and lives in Rotherham, South Yorkshire. She operates all year round from 7am to 6pm, Monday to Thursday, during term time and by arrangement during some school holidays. The childminder holds an appropriate early years qualification at level 3. She offers the government funded places for childcare.

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 interactions between children and adults.
- The inspector observed play and planned activities, both inside and outside.
- Parents shared their views with the inspector 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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