

Childminder report

Inspection date: 21 July 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 eager to play and happily say goodbye to their parents and carers. They settle easily and enjoy a wide range of learning activities. The childminder creates a calm and peaceful environment with few distractions. This helps children to be engaged and uninterrupted as they play. Children have opportunities to play outside each day. They develop physical skills, such as they dig and use containers to pour and squirt water. The childminder helps children to learn about road safety, such as when they ride in play cars. Children explain that red means 'stop' and that green means 'go'.

The childminder's curriculum focuses on the prime areas of learning. Children develop the skills they will need to be ready for school. The childminder identifies children's starting points in development. She creates activities that follow children's interests and adapts them to meet the needs of individual children. The childminder sits on the floor among children as they play. She helps children to develop social skills as they play together with cars and vehicles. Children are confident and kind to each other. They ask the childminder for help and reassurance as they negotiate turn-taking. Children are eager to share books. The childminder reads out loud and children choose books to read to themselves and to each other. Children practise language such as they name animals and use props in story sacks to begin to retell familiar stories.

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

- The childminder promotes children's learning through song and dance. Children lead a song of 'Head, Shoulders, Knees and Toes'. The childminder sings along and invites younger children to join in and name body parts. This helps children to be engaged in their learning.
- Children make choices and explain their play. The childminder gives them responsibilities and helps them to put things away. Children are pleased with their achievements, and the childminder praises them with a 'high five'.
- Children enjoy calm and sociable mealtimes. The childminder sits at the table with children as they eat so that they feel valued and supported. Children make choices, learn to serve themselves and try new foods. Children use cutlery to practise chopping fruit and vegetables. Children listen to themselves as they crunch carrots.
- Children enjoy a wide variety of resources. They choose what they want to play with. Children ask the childminder for help and involve her in their play. On most occasions, the childminder understands what children say. She responds and helps children. However, the childminder does not consistently repeat back what children have said so that they know that they have been understood, hear the correct pronunciation and can copy the sounds.

- The childminder supports children to develop their independence and self-care skills. She encourages children to wipe their own noses and put tissues in the bin. Children learn to wash their hands and use the toilet independently.
- The childminder promotes diversity in her interactions. She introduces children to different celebrations. The childminder provides books and resources that represent people from a range of ethnicities and with different abilities. This helps children to learn about differences.
- The childminder has developed strong partnerships with parents. She shares information in daily conversations and on an app. Parents say that children love coming to the childminder's setting and make excellent progress. They say that children enjoy lots of outdoor experiences. Parents explain that children settle easily and develop confidence, for example they try new foods. Parents appreciate the photos and updates that they receive. They say that the childminder is always available and that she supports families and children.
- The childminder has developed close relationships with other professionals. She networks with childminders to share ideas and good practice. The childminder ensures that children are familiar with school, so that transitions are smooth. Children benefit from regular visits to local parks, natural environments and play centres. The childminder uses these experiences to encourage children to socialise with other children.
- The childminder evaluates her provision. She identifies how children learn and spends additional funding wisely to create play places that intrigue and interest children. For example, the childminder has developed a garden area, where children can explore and engage in their play and learning. She has a vision to further improve her outdoor provision.

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:

- focus even more closely on developing children's language development further, such as by repeating back their emerging language so that they can hear and copy the correct sounds.

Setting details

Unique reference number	EY348900
Local authority	Rotherham
Inspection number	10399374
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 November 2019

Information about this early years setting

The childminder registered in 2007. She lives in the Munsbrough area of Rotherham. The childminder provides care all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- The childminder showed the inspector around the areas used for childminding and explained 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 the interactions between children and the childminder.
- The inspector observed play and planned activities, inside and outside.
- Parents shared their views of the setting with the inspector in 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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