

Childminder report

Inspection date: 31 July 2025

Overall effectiveness	Inadequate
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not implement effective measures to help to protect children. This compromises the safety and well-being of children in her care. Despite this, the childminder creates an environment where children are eager to explore and make independent choices of what they would like to play with. The childminder knows precisely when to provide children with an increased level of challenge to build on what they know and can do. All children make good progress from their starting points. Older children are positive role models for younger children. They help them to move the hands on a wooden clock to develop an early awareness of time, and they demonstrate different ways of moving their body, such as a backbend and doing the splits. This motivates younger children to copy, increasing their strength and flexibility. Children develop a secure understanding of diversity and individuals in the wider community, particularly those that challenge stereotypes.

Children proudly attempt to write their name, using a special pen and board. The childminder skilfully identifies these moments to introduce children to meaningful letter sounds to support their early reading. The childminder praises children for their efforts. This supports children to have a 'can-do' attitude and increases their strong sense of self-esteem. Children demonstrate that they feel happy and secure in the childminder's care. They share warm, trusting relationships with her through joyful interactions, such as giggling during play and offering spontaneous cuddles, which the childminder warmly reciprocates.

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

- The childminder does not have adequate safety measures in place to manage children's use of mobile phones and electronic devices with image-sharing capabilities. The childminder permits children to have unsupervised access to these devices. This puts children at risk of exposure to inappropriate content, misuse of images and breaches of privacy.
- The childminder has a good understanding of how children learn and develop. She is aware of each child's age, stage of development and abilities. Her ongoing assessments of children's progress help her to swiftly identify and address any gaps. The childminder plans an engaging curriculum that is informed by children's evolving interests. It focuses on supporting children to be independent and confident individuals to best prepare them for their transition to school.
- Children enjoy daily access to the childminder's inviting garden. They have ample space to build on their physical skills, such as climbing the steps to the slide and propelling themselves along on ride-on vehicles. Children help the childminder to plant and nurture a selection of fruit and vegetables. The

childminder helps children to assess when they are ready to be picked. Children eat these to help broaden their tastes. The childminder discusses the importance of tooth brushing with children. However, she has not fully embedded oral health into the curriculum to consistently promote good health habits for children.

- The childminder continues to build on her knowledge and skills. She completes regular training that is relevant to the children attending. The childminder has recently completed a recognised government-funded course. This has enhanced her understanding of incorporating a wider range of mathematical skills in children's chosen play. For example, she encourages children to count the total number of toy cars they line up and work out how many are left when one is taken away.
- The childminder supports children in developing an awareness of their own and others' emotions through meaningful discussions and resources, such as a cushion displaying different feelings. This helps to prepare children to regulate their behaviour. The childminder gives guidance to encourage children to respect their environment and resources, for example when they start to throw pieces of a game. However, she does not always reinforce this guidance to help children to fully understand expectations about behaviour.
- The childminder encourages children to share their own experiences with friends to deepen learning, build confidence and broaden their understanding of the wider world. Children excitedly talk about animals from countries they have visited and proudly show photos. The childminder uses effective questioning to support children to recall and use vocabulary, such as 'turbulence', and understand its meaning.
- The childminder has good relationships with parents. She regularly seeks their views on the provision she provides and keeps them fully informed of their child's learning and development and ideas to aid children's learning at home. At handover, the childminder provides detailed information about the children's day and shares photos and videos of their achievements using a secure app. Parents describe the childminder as 'kind' and 'caring' and someone who has a 'natural talent and empathy' towards children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement procedures to keep children safe, with particular regard to children's use of mobile phones, cameras and other electronic devices with imaging and sharing capabilities, in the setting.	01/08/2025
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To further improve the quality of the early years provision, the provider should:

- build on children's awareness of the importance of good oral health
- strengthen practice to help children understand the behavioural expectations in place.

Setting details

Unique reference number	149211
Local authority	Hertfordshire
Inspection number	10398180
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 1998 and lives in Stevenage. She operates from 7.30am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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