

Childminder report

Inspection date: 10 June 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of this highly supportive, innovative childminder. Her devotion and commitment are evident in every interaction. Children reflect this infectious enthusiasm and are motivated and curious. For example, they concentrate as they use tweezers to 'extract pollen' from tubes, remembering how bees gather this. They eagerly examine a fly, noting that 'the yellow stripes are smaller than bees'. They extend their learning as they compare the fly to a recent story about bees, fetching the book and comparing the illustrations.

Children reflect the high expectations regarding behaviour, showing one another the same respect as they receive from the childminder. They show a mature awareness. For example, older children understand the younger ones and take time to play with them. Children gain a highly practical appreciation of safety. For instance, before holidays, children talk about the seaside and water safety. Excellent daily practice and discussions support children in understanding healthy lifestyles. For example, children understand the importance of using a proper cup when drinking water to promote good oral health. Meticulous attention to detail supports the promotion of children's true independence. For example, young children recognise that their shoes are wet and select further shoes, carefully finding the right size and a matching pair.

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

- The highly experienced childminder demonstrates a relentless commitment to the continuing development of her work. She exchanges information with other professionals, and her commitment extends to raising the profile and understanding of the work of childminders. She completes a wealth of training, diligently putting any new knowledge into practice.
- Children make rapid progress and are exceptionally well prepared for school. The childminder uses her vast knowledge and experience to assess children's progress and to offer them an inspired curriculum that perfectly coincides with their needs. The childminder expertly adapts her teaching and the environment to exactly complement each child's preferred way of learning and to support them in taking the next developmental step. She meticulously checks children's progress, ensuring that no child falls behind in their learning.
- The childminder adeptly uses every opportunity to promote children's language and communication skills. For instance, children eagerly share photos from home, frequently using complex language, for example, as they relate these to recent activities. They show their mature awareness of the rhythm of conversations as they listen intently and join in appropriately to express their views.
- Children's genuine interest in books is evident throughout their play. For

instance, they describe different emotions, expertly relating these to an associated book. They then use the book to support and inspire further discussions, such as how to cope with different feelings.

- Children immerse themselves in exciting play opportunities, competently using their existing skills and building on these. For example, young children extend their pouring skills when they use pipettes to transfer water to measuring cylinders. They spontaneously challenge themselves further when they use pipettes to select and transfer individual bubbles.
- Wherever children choose to play, they access resources to explore and to reinforce and extend their learning. For instance, children look at 'astronaut cards', dialling the numbers on these and sending messages. They explore motion and traction as they make ramps for cars, noting that wooden ones without moving wheels are slower and talking about the reason for this. They extend their creativity as they choose what to make with clay, adding resources such as fresh herbs and using tools to create patterns.
- Exemplary planning means that children gain a comprehensive knowledge of diversity. They participate in local and national events, such as ones to commemorate Remembrance Day. For instance, they make poppies to contribute to local displays. This initiates discussions and children explore the history and how this links to other cultures and events.
- Parents hold the childminder in exceptionally high regard. They note her inspirational approach and the 'rich experiences' that she offers children throughout the day. The childminder's communication with parents is exceptional. She makes excellent use of information they provide to inform her daily planning and fully extend children's development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	149348
Local authority	Hertfordshire
Inspection number	10398934
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2001 and lives in Stevenage. She operates on Monday to Thursday, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds early years teacher status. She provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The childminder showed the inspector a range of relevant documentation.
- The inspector talked with children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their views.

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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