

# Childminder report

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Inspection date: 26 June 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |     |
|----------------------------------------------|-----|
| Overall effectiveness at previous inspection | Met |
|----------------------------------------------|-----|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from a warm, welcoming, and homely environment. They demonstrate they feel safe and ready to learn. Children form secure, trusting relationships with the nurturing childminder, who knows them and their families well. They display a strong sense of belonging and are happy and settled in her care. The childminder offers children cuddles and reassurance throughout the day. This effectively supports their emotional well-being. Children are eager to share their experiences from home, often talking about their pets and family members.

The childminder provides a wide range of play activities that reflect children's interests and supports their progress across all areas of learning. Children move freely around the childminder's organised home to make independent choices about their play. They join in with group games alongside the childminder, listening attentively to instructions and taking turns. Children display high levels of concentration as they use small rods to catch coloured magnetic fish. The childminder supports children's communication and language skills well. She engages them in meaningful, responsive conversations that extend their vocabulary and understanding. During imaginative role play, children name pretend foods and recall past learning experiences, such as baking cakes and adding sprinkles before taking them home. Children behave well and respond positively to the childminder's calm and consistent approach. They use good manners and announce, 'you're welcome' when thanked for tidying away toys.

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

- Children make good progress from their starting points because the childminder has a secure understanding of how children learn and develop. She makes regular assessments of what children know and can do and uses this information to plan what they need to learn next. The childminder has a clear vision for the key skills she wants children to develop in preparation for their move to nursery or school. These include building confidence, developing independence, and understanding routines and boundaries. The childminder thoughtfully plans daily play activities to support children to gain these skills, ensuring they are well prepared for the next stage in their education.
- The childminder supports children's good health through established care routines. She gently attends to their personal care and reminds children to wash their hands at regular intervals throughout the day. The childminder encourages children to eat the savoury items from their lunch box before sweet foods and ensures that they remain hydrated throughout the day. However, the childminder does not consistently explain the reasons behind these everyday routines, to fully support children's understanding of how such practices contribute to a healthy lifestyle.

- The childminder has good relationships with reception teachers at the local school because she sometimes takes or collects children from their classroom. However, she is yet to form effective partnerships with professionals from other settings children also attend to regularly share information and promote continuity and consistency in children's learning and development.
- The childminder has high expectations for children's behaviour. She gently reminds them of the house rules and routines throughout the day. Children take off their shoes when they arrive and place them on the shelf. They sit at the table to eat their meals and understand that they must not jump on the furniture.
- Partnerships with parents are very good. The childminder keeps them informed about their children's time at her setting in a range of ways. She speaks to them at drop off and collection times and uses digital messages to send photographs of children's achievements. Parents feel that their children are genuinely at the heart of the childminder's practice and value the nurturing and stimulating environment that she provides.
- Children benefit from daily opportunities for fresh air, exercise, and outdoor learning. They enjoy regular walks with the childminder and develop their physical skills and well-being through active play at the local park. The childminder makes good use of her inviting garden to provide purposeful and engaging learning experiences. Children explore mathematical concepts as they fill and empty different-sized containers with water and sand. The childminder builds on their curiosity. She introduces objects that float and sink to help children explore early scientific ideas through hands-on play.

## 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:**

- provide children with clear explanations for the reasons behind healthy routines to fully support their understanding of why this contributes to their good health
- strengthen partnerships with other settings children attend and share information regularly to promote continuity and consistency in children's learning and development.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 223383                                              |
| <b>Local authority</b>                             | Herefordshire                                       |
| <b>Inspection number</b>                           | 10391337                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 2 to 3                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 2                                                   |
| <b>Date of previous inspection</b>                 | 1 August 2019                                       |

## Information about this early years setting

The childminder registered in 1991 and lives in Hereford. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for children aged from two-to three-years-old.

## Information about this inspection

### Inspector

Tina Smith

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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Store Street  
Manchester  
M1 2WD

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