

Childminder report

Inspection date: 1 August 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

Good settling-in sessions help children to be ready for the move from home to the setting. Children form secure relationships with the enthusiastic childminder and her co-childminder, who know them and their families well. Children display a sense of belonging and move confidently around the childminder's home to engage in their chosen play. They are happy and settled in her care. The childminder has high expectations for children's behaviour. She gently reminds them of the house rules throughout the day, for example to sit at the table at meal times and to use kind hands and words. Children are learning to share and take turns. They play cooperatively with their friends and use good manners throughout the day.

All children make good progress from their starting points. The childminder plans a broad curriculum inspired by their interests and learning styles. Children are eager to play and motivated to learn. They use their imagination as they pretend to cook in the outdoor kitchen. The childminder introduces mathematical language, such as 'full' and 'more', as children add dried pasta to a pot. She encourages children to count and to identify different coloured toys. Children enthusiastically join in with action songs and rhymes. They follow the childminder's instructions and lie down on the floor pretending to be sleeping bunnies. The childminder supports young children to take risks safely. Young children display high levels of concentration and carefully ride on balance bikes.

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

- The childminder and her co-childminder work well together. They provide children with a welcoming and homely learning environment. Children benefit from a wide range of resources to support their learning. Both childminders reflect on their practice. They discuss what they do well and think about ways to improve their setting. The childminder actively participates in a local childminder network. She organises joint events, shares best practice and stays up to date with changes to legislation through peer visits and reflective discussions.
- The childminder has a healthy eating policy that she shares with parents. She follows the latest published nutrition guidance to provide children with healthy and nutritious meals. Children enjoy roast chicken dinners at lunchtime and fresh fruit for snack. However, mealtimes are not consistently organised to promote children's independence or reinforce good hygiene habits. For example, children are not always able to wash their hands without support and are not encouraged to serve themselves or use age-appropriate crockery or cutlery. This means that opportunities to develop important self-help skills and embed healthy routines are sometimes missed.
- The childminder provides experiences to help children develop an understanding of good oral health. Children use pens to make marks on laminated pictures of

teeth and practise cleaning them with toothbrushes and water. When finished, the childminder asks children to collect their toothbrush from the stand and brush their teeth with toothpaste. This helps children to develop an awareness of self-care and healthy habits. However, the youngest children are not fully engaged in purposeful learning because the childminder does not sufficiently adapt her teaching or the resources to meet their developmental needs.

- The childminder quickly identifies when children are not meeting expected developmental milestones. She collaborates effectively with parents and professionals to develop personalised support plans, to help children close learning gaps and make the best possible progress.
- The childminder builds good relationships with the schools that children will go on to attend. She shares relevant information about children's learning and development to support the move to school when the time comes. This proactive approach helps children to feel secure and well-prepared for the next stage in their education, promoting their confidence and emotional well-being.
- The childminder has good partnerships with parents. She uses a variety of communication methods to keep them informed about their children's experiences and progress, for example verbal updates at drop-off and collection, digital messages and online learning records. This ensures parents are fully aware of their child's development, routines and individual achievements. Parents speak positively about the quality of care and education provided. They particularly value the setting's supportive ethos and the childminder's effective communication.
- The childminder is keen to continue with her professional development and regularly attends training to build on her already good knowledge and skills. She cascades her knowledge to her co-childminder to drive continuous improvement and enhance the quality of the 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:

- strengthen everyday routines, such as mealtimes, to better support children's independence and understanding of good hygiene habits
- adapt activities and resources to better meet the developmental needs of the youngest children to support their engagement in purposeful learning.

Setting details

Unique reference number	2622838
Local authority	Herefordshire
Inspection number	10405513
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 4
Total number of places	6
Number of children on roll	15
Date of previous inspection	22 March 2022

Information about this early years setting

The childminder registered in 2021 and lives in Hereford. She works with a co-childminder, who is her husband. The childminder operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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