

Childminder report

Inspection date:

23 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily and are warmly greeted by the childminder. They separate from their parents with ease and quickly settle into play. The childminder provides a nurturing and reassuring presence. Children often snuggle on her lap, showing the close and secure attachments they have formed. This strong bond supports their confidence to explore and learn.

Children's personal, social and emotional skills are carefully nurtured. The childminder sets consistent expectations around sharing and turn taking. She offers gentle guidance and distraction when needed. For example, when babies are not keen to have a nappy change, the childminder sings action rhymes to focus their attention elsewhere. The childminder models kindness by showing children how to cuddle dolls and care for them. Children copy these actions and say 'ah', developing empathy and respect for others.

The childminder has a deep understanding of children as individuals. She recognises their differing personalities and learning styles. The childminder adapts her interactions accordingly, offering challenge and enjoyment in ways that meet children's personal needs and abilities. For example, children who enjoy sensory play explore the feel of paint on their feet. This supports children's confidence to try new things and make progress at their own pace.

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

- Children are curious and eager to join in activities. They explore soft toys and musical activities with delight. The childminder encourages their independence. For example, they practise using zips and buckles and turn the pages of books.
- Physical development is promoted through a balance of fine and gross motor activities. Children develop coordination and strength as they explore their surroundings. They stack large rings, using their developing coordination to successfully place them on a post. The childminder celebrates their successes, which motivates them to persist.
- The childminder threads problem-solving and early mathematical concepts into play. Children explore shapes and sizes as they work with large foam puzzles. The childminder introduces words such as 'big' and 'small' to describe shapes. She extends children's thinking with questions. For example, when they attempt to post discs into a box, the childminder asks if the discs are the right way round. This supports children's growing ability to persevere and make connections.
- The childminder includes songs, rhymes and action games in the daily routine. Children joyfully sing and sway to music. They copy actions with delight and giggle as they play peekaboo. Creative and imaginative play is well supported.

Children cuddle dolls, put them to bed and copy the childminder's modelling of gentle care. The childminder uses mirrors and hidden objects to encourage exploration and a sense of wonder.

- Children's sense of identity is promoted through exploration of their features. The childminder points out eyes, ears and noses on toys and then relates them to the children's own features. Children delight in pointing to their own eyes and noses. Children beam with pride when praised for their efforts, such as standing and taking steps. This helps promote their growing confidence and self-esteem.
- Children's personal, social and emotional skills are carefully nurtured. The childminder sets consistent expectations around sharing and turn taking. She offers gentle guidance and distraction when needed. For example, when two children want the same toy, the childminder models sharing and encourages children to play with other toys as they wait. This helps children develop patience and tolerance.
- Children's early literacy skills are fostered through sharing books. The childminder encourages children to turn pages and name the animals. She skilfully connects the pictures to children's own lives, for example linking a cat in the book to the family's own pets. This helps children make meaningful connections and supports their understanding.
- The childminder promotes children's communication and language skills. She engages in back-and-forth conversations consistently and names and labels everyday items. Children respond by babbling, pointing and copying words. This shows how they are developing an awareness of spoken language. Sometimes, the childminder uses simplified or incorrect language, such as 'doggy' or 'piggy'. This means that children do not always hear accurate vocabulary that they can use in their language.
- The childminder works closely with families, gathering information and discussing policies. She creates a two-way sharing of children's progress to ensure that individual needs are met. Regular communication keeps parents informed about daily routines, learning and well-being.

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 communication and language development by ensuring that children always hear the correct vocabulary, helping them to copy and use accurate words in their own communication.

Setting details

Unique reference number	2645782
Local authority	Hertfordshire
Inspection number	10332888
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Stevenage. She operates all year round, from 7.30am to 6pm, Monday, Tuesday and Thursday, except for bank holidays, two weeks at Christmas and family holidays. The childminder provides government-funded early education for eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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