

Childminder report

Inspection date: 5 March 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 are happy and settled in the setting. The childminder provides a warm, engaging and well-resourced environment where children make good progress in their learning and development. She provides a range of role-play activities with a clear intent to develop children's imagination and real-world understanding. Children enjoy making food in the play kitchen and dressing up as doctors as they look after teddies. The childminder introduces meaningful discussions, such as explaining why doctors wear gloves, to support children's knowledge of health and hygiene. She carefully considers what children need to learn and adapts topics to reflect seasonal changes and children's interests. For example, topics on spring incorporate visits to the farm to feed the lambs, and children learn about the origins of chocolate by handling real cocoa pods and making chocolate from scratch. Children's natural curiosities are embraced as they discover an ant colony, providing an opportunity for children to explore the roles of worker and queen ants.

Children behave well and respond positively as they listen to instructions. The childminder promotes good manners, reminding children to say 'please' and 'thank you'. The childminder supports children's emotional development. She introduces strategies to help children recognise and regulate their emotions, such as associating colours with different feelings. This helps children to understand and manage their emotions effectively.

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

- The childminder provides a varied learning environment that reflects the interests and developmental needs of the children. Children confidently select their own activities, demonstrating good levels of independence in their play and learning. The childminder does not consistently adapt her curriculum to ensure that learning opportunities are focused and offer appropriate challenge for younger children.
- Children are confident communicators. Older children confidently describe their creations, using complex language and demonstrating strong communication skills. Babies happily babble as they play, helping to build on their early conversation skills. The childminder enhances children's early literacy development by incorporating storytelling with props. Children eagerly engage in familiar stories, such as 'Goldilocks and the Three Bears', recalling key phrases and deepening their understanding of stories.
- Parents speak highly of the childminder. The childminder maintains clear communication, keeping parents informed about their child's daily activities. Progress reports are regularly shared with parents, providing insights into children's development and next steps. The childminder offers guidance on activities that parents can implement at home to extend their child's learning

further.

- Children are supported well to build on their independence. Older children use the toilet independently and wash their hands, while babies are supported to use cutlery when feeding themselves. The childminder ensures children receive a varied healthy diet. She provides a range of fresh fruit, including bananas and pears. She shows children how to take the stem off pears and ensures that bananas are cut up for younger children to eat safely.
- Children benefit from a wide range of enriching experiences beyond the setting. The childminder takes them on regular outings, including visits to local parks, woodlands, the zoo and soft-play centres. This helps to enhance children's understanding of the world around them. Additionally, the childminder introduces meaningful community-based activities, such as litter picking, to teach children about environmental responsibility and the impact of waste on wildlife.
- The childminder is actively engaged with a variety of online network groups, allowing her to receive support and share good practice with other childminders. She works collaboratively with other settings that children attend, sharing behaviour management strategies with both practitioners and parents. This helps ensure a consistent and holistic approach to children's learning and development.
- The childminder is reflective in her approach, regularly seeking feedback from parents through questionnaires. This feedback is used effectively to adapt and improve her provision in response to the needs of families and children. The childminder ensures that all mandatory training is complete, such as safeguarding and paediatric first aid. However, she has not yet implemented a plan to build on her professional development to further enhance her skills and practice.

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:

- adapt and build on the curriculum to provide more focused learning opportunities for younger children to support their learning and development
- explore further professional development opportunities to strengthen knowledge and enhance practice.

Setting details

Unique reference number	2686819
Local authority	Hertfordshire
Inspection number	10368480
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Berkhamsted. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification in early years.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of other records.

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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