

Childminder report

Inspection date: 13 January 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

The childminder provides a welcoming and safe environment for children in her care. Children settle in quickly when they first start and show secure relationships with the childminder. They are happy and show high levels of confidence. Children eagerly interact with the inspector and invite her to join in with their play. The childminder plans a rich range of activities that sustains children's attention for a long period of time. Children are imaginative. They use a variety of materials, including natural resources, such as pine cones and twigs collected during nature walks, to create and enhance the models they mould from dough. The childminder is a positive role model. She consistently uses good manners when speaking to children. This motivates children to say please and thank you when speaking to each other and the childminder.

The childminder offers a diverse variety of experiences that helps broaden children's understanding of the wider world and contributes to her ambitious curriculum. Children visit fruit farms, participate in charity events and learn about life cycles. They observe caterpillars create a chrysalis and transform into butterflies, which they release. Children develop a strong love of books. The childminder reads to children with great intonation that immediately captures their attention. She frequently pauses to allow children to complete repeated refrains and encourages them to predict what will happen next in the story. The childminder sensitively repeats words back to children to support their correct pronunciation. Children are independent. They competently manage their personal needs and follow a good hygiene routine.

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

- The childminder uses her frequent observations of children's development and works in partnership with parents to find out what children know and can do. She uses this information well to inform a sequenced curriculum that embraces children's interests and precisely identifies what children need to learn next. This supports children to make good progress from the outset.
- The childminder calmly encourages children to share resources and provides sensitive reminders of the boundaries in place. She values children's feelings and helps them to process and understand these. Children know to remain seated until everyone has finished eating before leaving the table. This means that the childminder advocates a positive culture of respect for all.
- Children learn to count and develop an understanding that quantities change when they break a twig in half. They discover that different size boxes fit inside one another and enjoy laying out lengths of ribbon on the table. However, during the childminder's interactions with children she does not always teach them about size and measurement to build on and extend their knowledge of

mathematical concepts.

- The childminder promotes children's awareness of a healthy lifestyle. Children place seeds such as beans in plastic bags filled with damp cotton wool, which they then secure to the childminder's window. Over time, children observe the seeds sprouting roots. Once the seeds have started to grow, they take them home to plant and care for them, eventually tasting the fresh vegetables they produce. Regular visits to several local parks enable children to develop good physical skills. They learn to assess their own risks using large apparatus under the close supervision of the childminder. Children acquire good control and coordination as they use toy diggers to scoop up and transport sand.
- Partnerships with parents are a key strength. The childminder keeps them fully informed of children's achievements through daily discussions and sharing of written updates and photos of their child's development through an online platform. She also provides ideas to aid children's learning at home. Parents describe the childminder as 'highly compassionate and professional'. They are very pleased with their child's progress and comment how their children are excited to attend. However, the childminder is not as successful in developing working partnerships with other settings that children attend. This means that children who attend other settings lack consistency in their learning.
- The childminder belongs to a network of local childminders. This enables her to share good practice and gain new ideas. The childminder is keen to improve outcomes for children and frequently completes regular training, such as a recognised government funded course and outdoor learning programme. As a result, the childminder has an increased understanding how to implement a wider range of activities to embed the core aspects of child development. In addition, she has introduced more opportunities for children to learn outdoors using natural materials.

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:

- enhance the teaching of mathematics, to help children learn more about size and measurement
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2688700
Local authority	Hertfordshire
Inspection number	10367460
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	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bishops Stortford. She operates from 8am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents through written feedback provided.

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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