

Childminder report

Inspection date: 27 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 confident and explore their exciting learning environment independently. The childminder provides resources that reflect children's current interests and observations. For example, children proudly show off the spring display they have created from their observations of the changing environment. They discuss the insects and flowers that are displayed in the indoor garden and explore books and puppets that are based on this theme.

The childminder supports children to feel secure and settled in her care. Her focus on developing children's emotional well-being is evident in the nurturing and warm approach she adopts with children. As a result, children form strong bonds with one another and their childminder. They seek support from their childminder and regularly approach her for affection. For example, children enjoy cosy story sessions cuddled up with one another and their childminder. They identify when their friends may need help in tasks and are swift to offer their support.

Children are confident communicators who delight in engaging with one another and adults. The childminder provides opportunities for children to discuss their ideas by asking age-appropriate and thought-provoking questions. Children who speak English as an additional language are particularly well supported. The childminder gathers information and key phrases around children's primary language. She uses this knowledge to enhance children's vocabulary and engage them in discussions.

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

- The childminder places a strong focus on supporting children's emotional well-being. She conducts daily sessions where children explore their feelings and the reasons behind this. As a result of this teaching, children are confident in expressing their emotions and develop a good understanding of the impact their feelings can have on themselves and others.
- Children understand the importance of healthy lifestyles and the impact these have on their bodies. For example, during snack time, children discuss the energy they get from their fruit and how this will help them jump and dance to songs. The childminder provides delicious home-cooked meals daily, as well as providing families with nutritional advice and recipes. Children have lots of opportunities to be physically active. They enjoy daily trips to parks and local forests as well as regular dance and sports activities in the home.
- The childminder monitors children's learning closely. Her regular assessments ensure she has a robust understanding of children's abilities and learning needs. She uses this knowledge to plan an exciting learning environment that supports these current needs alongside children's interests. For example, the childminder

encourages children to develop early literacy skills around their favourite drawing and colouring activities. On occasion, however, during planned group activities, children lose interest. This means they can miss out on rich opportunities to develop their knowledge and skills further.

- The childminder works closely with other professionals involved in the children's learning. She shares her observations of children's development and gathers insight into children's experiences in other settings. This collaborative approach to children's learning means they make good progress from their starting points and are well prepared for their next stage of learning.
- Parents are highly complimentary about the childminder and the care she provides. They comment on the detailed and regular communication they receive about children's routines and progress. The childminder shares ideas about activities to complete at home. Parents acknowledge how this engages them in children's development and supports their children in making good progress.
- The childminder is committed to enhancing the care she provides for all children. She demonstrates a proactive approach to seeking out additional training opportunities. This enables the childminder to acquire the knowledge and skills needed to support the specific needs of children.
- The childminder has a consistent approach to supporting children's behaviour. She has robust boundaries in place that children adhere to well. The childminder understands the impact that children's emotions have on their behaviour. She works closely with children and families to explore these feelings further. For example, she shares stories and resources with families to enable them to support children's behaviour at home. As a result of this consistent approach, children generally behave well and are learning to resolve conflict in their play independently.

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:

- develop strategies that support children to engage better in group activities and continue making strong progress from their starting points.

Setting details

Unique reference number	2694080
Local authority	Hertfordshire
Inspection number	10375808
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in St Albans. She operates all year round, from 7.30am until 6.30pm, Monday to Friday. The childminder offers funded early years education for children aged from nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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