

Childminder report

Inspection date: 11 February 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 form strong bonds with the childminder in this home-from-home setting. The childminder provides a well-structured and engaging curriculum where children participate in a range of activities that support their development. Children enjoy role playing with a doctor's set, which encourages imaginative play, while threading activities help strengthen fine motor skills in preparation for early writing. The childminder arranges resources so they are freely accessible, allowing children to follow their own lines of enquiry as they play, supporting positive engagement.

Children have a strong sense of belonging in the setting. They enjoy discussing their families and look through scrapbooks of themselves. The childminder encourages children to talk about the achievements and past activities shown in the pictures. Children take pride as they recall and talk about these experiences. The childminder has high expectations for children's behaviour and acts as a positive role model. She reinforces good manners during mealtimes, encouraging children to say 'please' and 'thank you'. The childminder actively supports sharing, modelling positive interactions to teach children social expectations. Children listen to instructions well as they help to tidy up toys before they play outside. They learn where resources are kept, helping to keep the environment safe and tidy.

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

- The childminder takes time to get to know each child. A well-structured settling-in process helps the childminder to gather important information and settle children in their new environment. She uses observation and assessment effectively to give a clear view of children's development requirements and plan for the next steps in their learning to help them make progress.
- The childminder fosters children's communication well. Children engage in conversations with the childminder and their peers as they play. The childminder helps children to extend their language, teaching them new words, such as 'snake' and 'tiger', as they build houses from bricks for different animals. Children snuggle up to the childminder and listen to engaging stories. She uses expression and questioning to help children understand and expand on their vocabulary.
- Routines are well established, with children confidently following expectations. For example, they understand that they need to go and get their coats and shoes to play outside. However, children are not given enough opportunity to practise carrying out these self-care tasks. Sometimes, the childminder puts children's coats and shoes on for them and wipes their noses without encouraging them to try first.
- Outdoor play is an integral part of the day, supporting children's physical development. Children engage in sensory activities, such as sand play, and they

water plants and use scooters and see-saws. A bubble machine provides an exciting and interactive experience, helping children develop their coordination and movement as they jump and stamp to catch the bubbles.

- The childminder provides a range of activities to help children build in all areas of learning. For example, children build strength in their fingers as they create Valentine heart collages. They pick up gems and coloured paper to decorate the heart and notice the colours as they hold it up to the light. However, mathematics is not as well embedded as other areas of learning, which sometimes limits children's opportunity to build on their understanding of shapes and counting.
- Trips and outings play a significant role in enriching children's experiences, exposing them to different environments and helping them develop social skills. The childminder arranges visits to toddler cafés, parks and local farms, as well as seasonal activities, such as strawberry picking, helping children to engage with the world around them.
- Parents speak highly of the childminder, highlighting how their children have thrived in the setting. The childminder collaborates with parents to address any concerns and provides activity ideas to support children's learning at home. She also works closely with other settings that the children attend, ensuring a seamless learning experience by sharing important information and maintaining regular communication. The childminder ensures that all mandatory training is kept up to date and has completed a wide range of additional training to enhance her professional development.

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:

- provide even more opportunities for children to do things for themselves to build on their independence even further
- strengthen the curriculum for mathematics to help children build on their understanding of early mathematical concepts.

Setting details

Unique reference number	2695437
Local authority	Hertfordshire
Inspection number	10368617
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Harpenden. She operates on Monday, Tuesday and Thursday, from 7.45am to 5pm. The childminder holds a relevant qualification at level 3 and provides funded early education for eligible children.

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, and the inspector took account of parents' written views.
- The inspector looked at relevant documentation, including 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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