

Childminder report

Inspection date: 19 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

The childminder provides an active and nurturing environment for the children in her care. She has developed strong bonds with them. For instance, children demonstrate their affection and security as they spontaneously cuddle the childminder during play. This helps children to be confident and ready to learn. The childminder supports children's personal and emotional development well. She obtains photographs of their family members, pets and homes to use during activities in her home. Toddlers lift flaps to find photographs of their parents and grandparents. Babies point to photographs of their houses on building blocks. This helps children to develop a strong sense of belonging in the setting. She further develops their sense of who they are by helping babies and young children look at themselves in mirrors. Together, they name and point to parts of their bodies.

The childminder sits with the children at their level and plays and talks to them. She listens to babies' and toddlers' vocalisations and babbling. She sings and reads stories, allowing children to hear a good range of words. The childminder also responds intuitively to their non-verbal language and facial expressions. This helps to build on children's communication and social skills. The childminder uses sign language and key words in home languages to help support pre-verbal and bi-lingual children's communication and language skills further. The childminder encourages children to persevere, which helps them to concentrate on tasks. She praises them for their efforts which helps them to keep busy and behave well. This helps children to engage well in learning.

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

- The childminder has a good understanding of child development and how children learn. Her curriculum revolves around children gaining a wide range of experiences to help them prepare for the next step in their education. She ensures that children experience their local area all year round. They visit local parks, libraries and pet shops.
- The childminder is continually trying to reflect and improve her skills and knowledge. She attends training and webinars and networks with other childminders and reflects on these to improve her practice. For example, she has recently begun using a new 'All About Me' form to obtain more detailed information about children's starting points. This helps her to focus on children's next steps even more quickly.
- There is strong support for children with special educational needs and/or disabilities. The childminder's accurate assessment of children's learning enables her to identify any gaps in development at the earliest possible stage. She engages parents to work extremely closely with her and other professionals to help children close the gaps in learning and begin to catch up to their peers.

- The childminder works in close partnership with parents. There is frequent communication about the children's day and their development and how they can support learning at home. Parents report that they have noticed children progressing in their physical and language development.
- Children are learning about what contributes to healthy lifestyles. The childminder provides fresh, nutritious food. She ensures children experience physical activity in all weathers to develop their whole bodies. The childminder encourages young children to begin to wash their own hands before eating.
- Children develop the muscles they need to gain control in their core. The childminder encourages babies to crawl, stand and toddle. Young children stand at easels and paint with brushes. They paint lines and circles, experimenting with the movement. This helps to develop children's early hand-eye coordination, needed later for writing.
- The childminder helps babies and young children to develop their independence. She encourages babies to peel bananas and feed themselves. She involves young children in trying to put their coats on. However, the childminder does not always offer the most opportunities possible for children to excel at developing their independence from a very young age.
- The childminder knows the children exceptionally well and carefully plans activities that focus on children's next steps in learning. The range of activities means she provides children with opportunities to develop across all areas of interest. However, at times she does not focus sharply on children's learning during planned activities to help them make excellent progress in their learning.

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 more opportunities to help young children develop their independence further
- target children's learning more sharply during planned activities to help them make even better progress in their learning.

Setting details

Unique reference number	2695880
Local authority	Hertfordshire
Inspection number	10367877
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	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in St. Albans, Hertfordshire. She operates all year round, Monday to Thursday from 9am to 5.30pm.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a planned activity.
- The inspector read several parents testimonials, spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector interacted with the 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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