

Childminder report

Inspection date: 7 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 are happy and thrive in the childminder's care. They form warm, nurturing relationships with her and benefit from her highly responsive approach to their needs. The childminder provides cuddles and reassurance when required. This supports children's emotional well-being. Children show a strong sense of belonging. They proudly share photos of themselves and their friends participating in exciting activities with the inspector. The childminder's effective use of questions motivates children to recall what they have learnt, helping to embed knowledge. The childminder provides children with a range of new experiences that broadens their understanding of the wider world and contributes to her ambitious curriculum. For example, children travel on a bus and take regular walks into the local town with the childminder, where they learn about different occupations. They engage with community members, such as a school crossing patrol officer and a postal worker. The childminder also occasionally takes children to a local café for breakfast. She teaches children to be respectful and polite when ordering food.

Children thoroughly enjoy the childminder's rich interactions in their play. She introduces them to new skills, such as how to compress dough into a mould to create the shape of fruits and vegetables. The childminder responds to children's inquisitive questions about fresh flowers. She uses these moments to introduce children to new language and their meaning, such as 'droopy' and 'petals'. Children are eager to explore and experiment with a rich and varied range of resources. They enjoy creating patterns using different shaped transparent coloured pebbles.

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

- The childminder plans learning opportunities that ignite children's interests and supports them during changes in their lives, such as the arrival of a new sibling or bereavement. She uses observations of their development and information obtained from parents to find out what children know and can do. The childminder uses this information to ensure that activities support children's next steps in learning and embed new skills and knowledge. This means that children are highly engaged in their play and make good developmental progress.
- The childminder establishes strong partnerships with parents. She keeps them well informed about their children's progress through daily communication and sharing updates of achievements and photos through a secure app. The childminder also invites parents to borrow resources and provides guidance to further support their children's learning at home. Parents comment that they appreciate how the childminder 'treats children as if they are a member of her family' and value 'the genuine affection' she has for children. However, the childminder is not as successful in developing working partnerships with other settings that children attend to fully support children's consistency in learning.

- The childminder is a positive role model. She consistently advocates a positive culture of respect for all. She calmly encourages children to share resources and children follow the clear boundaries in place that help them to keep safe. For example, they know to hold the childminder's hand when walking in the community. Children show friendly relationships. They are so happy to see their friends and greet them with smiles, laughter, and hugs. The childminder regularly takes children to organised groups and meets with local childminders and the children they care for. This helps children to build good social skills in larger groups.
- Overall, the childminder supports children to develop valuable self-care skills. For example, children learn to use the toilet and wash their hands. In addition, the childminder encourages children to become confident to make choices about what to play with and they help to prepare their own snack. However, there are some inconsistencies to promote independence. The childminder completes tasks for children without encouraging them to attempt these for themselves. For example, managing their own coats and shoes prior to going outdoors and after using the toilet.
- The childminder regularly communicates with a network of local childminders and invites other professionals to observe her practice. This enables her to share good practice and gain new ideas. She participates in webinars and completes regular training. The childminder has recently completed a government funded training programme. As a result, she has enhanced her practice to now include mathematics throughout daily routines.
- Children develop a secure awareness of a healthy lifestyle. The childminder talks to children about the importance of maintaining good oral health. Children learn where food comes from. They plant and care for fruit and vegetables. Children enjoy tasting what they have grown. This helps to expand their food choices. Children acquire good strength and stamina as they negotiate large apparatus at various local parks.

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:

- Build on partnerships with other settings that children attend to promote continuity in children's learning and development
- strengthen opportunities for children to further develop their independence and do things for themselves.

Setting details

Unique reference number	2696258
Local authority	Hertfordshire
Inspection number	10367942
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 8
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 Sawbridgeworth. She operates from 7.30am until 6pm, Monday to Friday, 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 outdoors 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 inspector joined the childminder on a walk to collect children from pre-school.
- 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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