

Childminder report

Inspection date: 5 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 receive a warm welcome from the caring childminder as they arrive at her home. They show that they feel safe and secure as they eagerly explore the enticing activities and invite the inspector to join them in their play. The childminder knows children well and builds on what they already know and can do. For instance, when children have a secure understanding of counting and number recognition from one to three, she introduces more challenging activities. Children count the number of circles on a toy pizza and match the correct quantity to the corresponding number in each segment.

The childminder has high expectations of children. They know to wait at the table until all their friends have finished eating. Children show a strong sense of responsibility and independence from a young age. They confidently manage their own outer clothing and replace these back where they belong when they come indoors. Children are inquisitive. They discover how toy cars travel at different speeds down drainpipes positioned at various angles. Children have a wonderful time using their senses to explore the texture of dried oats with their hands. They develop the small muscles in their hands as they scoop up the oats and place them in different sized containers. Children develop critical thinking skills as they experiment and solve problems. For example, they figure out that they need to sprinkle a large amount of oats over and around wooden shapes to successfully bury them.

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

- The childminder uses children's interests and an overarching theme to implement a well-thought out and sequenced curriculum. She regularly observes children and plans for their next steps in learning and development. All children make good progress from their starting point. Her regular assessments of children's achievements swiftly identify and address any gaps in children's learning. However, during some planned adult-led activities, the childminder does not fully consider how she can adjust her teaching to precisely match the individual learning needs of every child.
- The childminder places a strong focus on building children's communication and language skills. She expresses a genuine interest in what children have to say and time to respond to her questions. This encourages children to practice speaking, helping them express their thoughts and recall previous learning. For example, how and why they recently made a bird feeder. The childminder introduces children to new words and their meaning, such as 'opposite'. She consistently responds to children's early vocalisations. This helps them to learn the pattern of speech.
- Children's behaviour is good and appropriate to their stage of development.

They are able to identify how they are feeling and how to express their emotions appropriately. Children show positive relationships towards others. They invite their friends to join them in the reading den and place their water bottles on the table in readiness for lunch. The childminder provides children with sensitive reminders of the boundaries in place, such as to remain seated on the sofa. This also helps children learn how to keep themselves safe.

- Children develop good physical skills and have a clear awareness about the importance of a healthy lifestyle. They enjoy their time outdoors and develop control and balance as they stretch their legs to step onto stones of varying heights. Children grow in confidence as they gain an increased control kicking a ball. Regular visits to local parks enable children to negotiate large apparatus. Children are consistently supported to follow a good hygiene routine. The childminder increases children's knowledge of good oral health.
- Partnerships with parents is generally good. Parents appreciate the photos they receive of their children participating in activities on an online platform. They comment that their children are excited to attend and describe the childminder as 'brilliant' and 'kind'. However, the childminder does not always keep parents informed of what their child is working on, or how they can further support their learning at home.
- The childminder continues to build on her knowledge and skills. She reads professional publications and completes regular training. She communicates with a network of local childminders. This enables her to share good practice and gain new ideas.
- The childminder provides children with a variety of enriching outings that enhance their knowledge of the wider world. For example, they visit an aviation museum, where they explore and compare different types of aircraft, including helicopters and historical aeroplanes. At wildlife parks, children learn about nocturnal mammals, such as bats, and observe them eating fruit.

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:

- adapt the teaching of planned activities precisely to match the individual learning needs of all children
- provide parents with more information about their children's progress and what they can do to extend children's learning at home.

Setting details

Unique reference number	2697096
Local authority	Hertfordshire
Inspection number	10372569
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	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Royston. She operates from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds qualified teacher status. 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 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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