

Childminder report

Inspection date:

8 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children settle in very quickly to the childminder's home. There is a planned and steady start to their care. The childminder gets to know children very well. Children snuggle close to her for comfort and enjoy reading stories with her. The childminder reassures children soothingly when they are tired, checks on them regularly and supports them sensitively to wake. This secure feeling helps children to behave well and to develop their confidence. The childminder supports young children to express themselves through gestures and words. She listens to babies babbling and their vocalisations. This helps children to learn at an early age that their voices are valued. Older children make their needs clear through words. The childminder repeats what they say to ensure that she understands them. This helps to build children's communication skills.

The childminder encourages children's social skills successfully as part of her curriculum. She fosters togetherness and respect as children play. Children play on different equipment at the park and they follow each other and giggle together. When they spin around, the childminder sings familiar songs to mimic the actions and encourage children to listen and join in. She encourages children to wait for each other and take turns as they climb up and down climbing frames. The childminder supports children to find ways to move when their feet get stuck. This helps children to practise solving problems in the real world.

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

- The childminder has successfully met the actions set at the last inspection. She is proactive about meeting her registration requirements. This includes ensuring that all suitability checks on individuals in the household are in progress or completed. Additionally, the childminder has her own thorough checks in place prior to beginning the Ofsted suitability checks.
- The childminder has an ambitious curriculum to help children to become confident, curious and well rounded in their development and experiences. She plans and provides experiences for children to spend time outdoors in nature. The childminder uses these experiences to help young children to build on their exploratory nature and become natural investigators.
- The childminder has taken steps to develop her knowledge through training. She has attended a range of training courses and has started studying for a qualification. The childminder is aware of changes in the early years sector and keeps her knowledge up to date. However, she does not consistently consider how to evaluate her own interactions with children more deeply to help her teaching skills reach a consistently high quality. This means that children's learning is not always challenged.
- The childminder has good knowledge of child development. She understands

how children's thinking and bodies develop. As a result, the childminder accurately assesses children's development and identifies suitable targets in learning for them to achieve next. Furthermore, she provides activities and experiences that support them to succeed in their learning.

- The childminder supports children who speak English as an additional language well. She works with parents and carers to prepare familiar resources and sounds to help children to feel at home. Alongside these comfort strategies, she provides experiences in English to support their developing language skills overall.
- Nutritious home-made meals are an important part of the routine. The childminder makes a range of food from fresh and home-grown ingredients to nourish children. She uses these experiences to build their understanding of how to make healthy choices.
- Children stretch their bodies to reach for the next rung on climbing frames with the childminder nearby supporting them to consider the risk. They spin around, feeling their body in motion. This helps children to build awareness of moving their bodies confidently.
- The childminder has especially strong partnerships with parents that are built on trust from the beginning of their interest in her service. She obtains detailed information about children and their families to help ensure that she can support children from the day they start attending. The childminder continues open discussions about children's development and care. She works closely with parents, for example, when children are learning to use the toilet or developing their speaking skills.

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:

- reflect more deeply on the impact of interactions with children to identify areas of development, and help children make even better progress in their learning.

Setting details

Unique reference number	2700059
Local authority	Hertfordshire
Inspection number	10414786
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 May 2025

Information about this early years setting

The childminder registered in 2023 and lives in St Albans. She operates all year round, from 8am until 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded childcare for all eligible children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder talked to the inspector about their curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and on an outing, and assessed the impact on children's learning.
- The inspector reviewed several written testimonials from parents during the inspection and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- Children talked with the inspector during the inspection.

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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