

Childminder report

Inspection date: 21 May 2025

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not taken the correct action to help to protect children. This compromises the well-being and safety of children in her care. Despite this, the childminder organises her environment well, with resources that engage children and allow them to follow their interests. Children happily play and develop a close bond with the childminder, who is attuned to and meets their individual care needs. They thoroughly enjoy spending time in her calm company. Young children persevere to carefully stack different sized plastic cups to create a tower. The childminder provides children with time to solve problems. They work out that when they place a large cup on top of a small cup their tower begins to topple. The childminder claps and praises children for their efforts, this helps to increase their self-esteem and motivates them to keep on trying, and they smile with delight in response.

The childminder regularly sings children's favourite songs to them; this encourages them to join in with the actions and words. Children show a love of books. Older children are beginning to blend letter sounds together to read some words. They have good control of a pencil and enjoy writing. The childminder encourages children to count, develop an awareness of quantities and understand mathematical concepts, such as how to create a pattern. Children benefit from a variety of experiences that promote their learning. Regular outings such as visits to farms enhance their understanding of the world. The childminder builds on children's interests, such as a fascination with giraffes, by providing relevant activities that extend children's knowledge and engagement. Children grow in independence. Young children feed themselves and older children clear away their plate and bowl following lunch.

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

- Although the childminder understands that all individuals living at the premises must have their suitability checked, she has failed to notify and supply Ofsted with the necessary information about all individuals living in the premises. As a result, checks have not been completed to ensure that they are suitable. That said, the childminder is aware of the signs and symptoms that may indicate a child is at risk from abuse or neglect. She has effective processes in place to respond appropriately to safeguarding concerns.
- The childminder teaches children how to care and show respect for others. Children mirror the childminder's positive language and consistently practise good manners. Children show genuine kindness to their friends. For instance, they offer them their favourite books to look at. They eagerly follow the childminder's clear boundaries to tidy away what they have finished playing with so that their play environment remains safe.

- The childminder observes children and plans for their next steps in learning and development. She implements a curriculum that introduces children to new knowledge by making meaningful connections with the natural world. The childminder effectively promotes children's understanding of sustainability and their responsibility towards the environment. For example, children are actively involved in choosing which resources they no longer need and visit charity shops with the childminder to donate these items. Although most children make good progress, the childminder's planning is not yet sharply focused to support all children in what they need to learn after they have already achieved their current next step in learning. The childminder completes all mandatory training and gains some new ideas from other childminders. Despite this, she does not focus on a wider variety of professional development to further enhance her planning and practice.
- Children develop an awareness of a healthy lifestyle. They learn where food comes from as they plant and help to nurture a selection of fruit, vegetables and herbs that the childminder includes in the nutritiously balanced meals she provides. Children are physically active. They negotiate different terrains during nature walks and enjoy splashing in puddles. Visits to soft-play centres and several local parks help them to develop good strength and stamina as they carefully walk across a rope bridge and swing on a zip wire.
- Parents are extremely happy with the care that the childminder provides. They describe the childminder as 'very friendly' and 'professional'. The childminder consistently keeps parents informed of children's achievements and care needs through verbal discussions and sharing of photos via a secure app. Overall, the childminder obtains information from parents about other settings their children attend and supports continuity in children's learning. However, she has not yet fully explored all opportunities to engage all parents in sharing information about other settings their children attend. This limits the consistency of support and learning for some children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

provide Ofsted with details of individuals living at the premises so that all necessary suitability checks can be carried out.	28/05/2025
--	------------

To further improve the quality of the early years provision, the provider should:

- identify and complete a range of training and development opportunities to enhance teaching and learning based on what children need to learn next
- build on existing strong partnerships with all parents and others to support children's continuity in learning.

Setting details

Unique reference number	2700059
Local authority	Hertfordshire
Inspection number	10388634
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in St Albans. She operates from 8am until 6pm, Monday, Tuesday, Wednesday and Friday, all year round, except for bank holidays and family holidays. The childminder 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 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 spoken to on the day and their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025