

Childminder report

Inspection date: 13 March 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 settle well and enjoy the time they spend with the nurturing childminder in this homely environment. They are highly sociable and demonstrate confidence in new situations. Children greet visitors warmly, introduce themselves politely and are excited to show off their exciting learning environment. The childminder promotes children's well-being by using group discussions to prepare them well for changes in their routines. She provides opportunities for children to enjoy group play sessions, where they interact with adults and other children. Children learn to play cooperatively and take turns, and they develop vital social skills required for their next stage of learning.

Children's interests are at the heart of the childminder's practice. She provides a wealth of stimulating learning opportunities and allows children to take the lead in play. The childminder adapts children's choice of activities well to support their individual learning. For example, when children decide they want to do drawing, she provides a variety of age-appropriate equipment. The childminder encourages children to identify different colours and shapes. The most-able children are encouraged to draw their favourite characters and discuss their features. This careful consideration of children's needs supports them to remain engaged in activities that provide suitable challenge for their needs.

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

- The childminder places a sharp focus on developing children's language and early literacy skills. Children independently explore a wide variety of books, chatting to their friends and visitors about their favourite characters. They become absorbed in numerous, cosy story sessions throughout the day. The childminder skilfully selects stories that reflect children's experiences. This encourages group discussions where children practise their language skills and explore new vocabulary. Children join in these interactive story sessions. They recite key phrases and delight at the different voices the childminder uses.
- Children are independent and are confident completing age-appropriate tasks in their learning environment. For example, before meals, they play their tidy up song and work as a team to clear away toys. Children manage their hygiene routines with minimal support from the childminder. She provides children with mirrors so they can wipe their noses independently before disposing of the tissues in dustbins. Children wash their hands with minimal help, understanding how this cleans away germs. These essential routines prepare children well for their next stage of learning.
- The childminder creates a safe environment for children. She provides age-appropriate equipment and reviews her risk assessments to ensure she continues to meet the changing needs of children. The childminder supports

children to identify potential hazards and learn how to keep themselves safe. Children confidently discuss safety considerations when out of the home. They explain how they need to hold onto the pushchair and stay with their childminder, especially near traffic.

- Children make good progress from their starting points. The childminder monitors children's development closely from the start. Her regular assessments allow her to develop a good understanding of children's learning needs and promote them well during all activities. During a construction activity, children explore the shapes and colours of the tiles they use. Other children enhance their fine motor skills by creating intricate models and buildings. However, the childminder does not routinely share this information in order to develop collaborative relationships with other settings children attend.
- The childminder has a consistent approach to supporting children's appropriate behaviour. She provides an abundance of praise and always explains the possible consequences of unwanted behaviour on other children. As a result, children are aware of the rules of the setting and why they are in place. However, the childminder does not always provide opportunities for children to explore their changing emotions and how these feelings can impact their behaviour.
- Relationships with parents promote children's development and well-being. Parents comment on the close bonds their children form with the childminder and her family. They acknowledge how this supports children to settle well and enjoy their time in her care. Parents particularly appreciate the focus the childminder places on supporting children's independence and preparing them for their next stage of 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:

- develop strong partnerships with other settings children attend to provide a consistent and collaborative approach to children's learning
- support children to explore and develop a greater understanding of their emotions and how the resulting behaviours can impact others.

Setting details

Unique reference number	2700254
Local authority	Hertfordshire
Inspection number	10375831
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	2 to 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Hitchin. She operates all year round, from 8am until 5.30pm, Monday to Thursday. The childminder offers funded early years education for children aged from nine months to four years. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of 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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