

Childminder report

Inspection date: 16 May 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 become independent and make good progress with this friendly and welcoming childminder. Younger children enjoy helping with tasks such as putting objects back in bags when they are finished exploring different instruments and resources. Older children persevere as they attempt more challenging tasks, such as opening containers for themselves at lunch time. Children form strong bonds with the childminder and other children. Younger children turn to the childminder for comfort and reassurance when they need to. Older children are conscious of the needs of younger children, ensuring that they feel included in the games that they play.

Children's ideas and opinions are important to the childminder. They choose what they would like to do, and the childminder respects these choices. Older children feel a sense of pride in their achievements and the childminder responds to this with joy and enthusiasm. Children are confident and speak happily to visiting adults to share what they have achieved when they return from school. Children behave well and interact positively with those around them. They know what the childminder expects of them and this helps to provide a calm and relaxing atmosphere.

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

- Children enjoy settling down to listen to stories with the childminder. They select their favourite stories, and the childminder adds props to the stories to bring them to life. Children listen with interest and the childminder introduces new props as the story progresses. Older children share what they can see happening in the pictures and talk about the props they use. The childminder holds natural discussions with children throughout the day. For example, she speaks to children about how their morning was as they eat their lunch. Younger children communicate their needs effectively despite their limited language. These various methods of communication help the childminder to meet all children's needs effectively.
- The childminder continues to develop her professional knowledge and uses what she learns to strengthen her practice further. She identifies appropriate courses to complete based on the current children who attend her provision. The childminder recognises the importance of working in partnership with staff at other settings children attend. For instance, she holds regular discussions with class teachers to identify what children are learning about. She then uses this information to support children's learning further when they are with her.
- Parents feel involved in their children's time at the childminder's home. They speak highly of the childminder and the support that she offers. For instance, she provides them with advice and guidance on their children's developmental

milestones when required. The childminder uses a range of methods to communicate with parents so that they know what their children have done during the day. This helps them to support their children's progress at home.

- The childminder responds to children's interests well. She provides a range of engaging and fun learning opportunities for children, using her own interests and strengths to build on children's knowledge. For instance, younger children enjoy listening to music and the childminder encourages them to join in with familiar songs and actions. Children keenly explore the range of resources on offer, staying focused for extended lengths of time. The childminder follows children's lead and provides appropriate input at relevant moments to support children to develop their knowledge further.
- The childminder tracks and monitors children's progress throughout their time with her. However, sometimes the next steps that the childminder identifies in relation to children's development are not focused on helping children to master the core skills they need before they can move on to broader areas of their 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:

- identify appropriate next steps for children's learning and development to support children to fully embed the core skills they need to gain before moving on to broader areas of learning.

Setting details

Unique reference number	2704587
Local authority	Hertfordshire
Inspection number	10388690
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hemel Hempstead. She operates during term time from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to offer overnight care.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about their curriculum and what they want their children to learn.
- The inspector gathered the views of parents through written feedback and took their views into consideration.
- The inspector observed the childminder interacting with children and considered the impact of these interactions on children's learning and development.
- The childminder provided the inspector with a sample of key documentation on request.

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