

Childminder report

Inspection date: 6 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 are happy and confident. They form warm and trusting relationships with the childminder who values them as unique individuals. They welcome her warm nurturing cuddles when they become tired. The childminder encourages children to build on what they know and recall previous knowledge, such as the names of birds they have previously seen in the childminder's garden. All children make good progress in their learning and development. Children benefit from outings to farms. They learn about new life, such as piglets and lambs. The childminder immediately responds to children's inquisitiveness. They hear a sound of a road cleaning vehicle outdoors. She encourages children to listen to the different sounds it makes on the doorstep. Her clear explanations support children to understand the purpose of these vehicles and how important it is to respect the environment by disposing of litter responsibly.

The childminder is a positive role model who consistently uses good manners when interacting with children. She gently reminds children to be polite and acknowledges their emotions. This helps them to recognise their own feelings and the importance of respecting others. The childminder challenges children to solve simple mathematical problems, such as addition. Children work out the total number of toy dinosaurs after adding one more. Children are physically active. They thoroughly enjoy dancing and stomping to their favourite dinosaur songs. The childminder introduces them to new moves, such as how to waddle and wave their arms to represent penguin flippers.

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

- The childminder gathers detailed information from parents about what they know and can do, as well as their care needs and routines. This helps children to settle quickly and feel secure. However, the childminder does not consistently use this information to plan children's next steps in learning when they first begin attending. Despite this, she knows the children well and uses their interests to shape a well-sequenced curriculum. This supports children to build on their knowledge and skills through a broad range of rich, meaningful activities and experiences.
- The childminder has a good understanding of her responsibility to safeguard children and the correct procedures to follow should she be concerned about a child's welfare. She knows the appropriate steps to take should she receive a complaint. The childminder shares this information with parents. However, she does not have a written safeguarding or complaints policy in place to meet the requirements of the childcare register.
- The attentive childminder teaches children how to respect others and share resources. She calmly helps children to resolve any minor disagreements and

consistently implements the agreed boundaries. Children know that they must not stand on the sofa to remain safe. They show a natural empathy for each other. For instance, they notice that their friend's shoe is unfastened and helps them to secure this.

- Overall, children benefit from a language-rich environment that supports the development of their communication and language skills. The childminder consistently provides a commentary on her own and the children's actions, helping them make meaningful connections. Children show a strong interest in singing familiar songs, and the childminder nurtures this by frequently singing with them, which encourages their participation. She enhances their enjoyment of music by introducing instruments, such as a xylophone. This motivates children to explore rhythm and sound. The childminder carefully selects core books. This helps to support children to develop a true love of books. They retell stories and develop their imagination as they act these out. However, the childminder does not always model accurate vocabulary and pronunciation. For example, she uses simplified words such as 'birdie' and 'crispy' instead of 'bird' and 'crisps'. As a result, children do not consistently hear correct language to fully develop their vocabulary.
- Partnership with parents is a key strength. The childminder shares regular updates, including photos and daily feedback. She encourages parents to share children's achievements from home which she skilfully incorporates into her curriculum. Monthly newsletters offer tailored guidance and highlight local events. She offers books and resources to support learning at home. Parents value the nurturing, home-from-home environment.
- The childminder teaches children good personal hygiene routines, such as handwashing before meals and covering their mouth when they cough. Children enjoy healthy, wholesome and nutritious snacks that support their well-being and knowledge of making healthy choices. She introduces them to new foods, such as fresh peppers to help expand their tastes.

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 meet the requirements of the Childcare Register, the provider must:

	Due date
ensure a written child protection policy is in place	20/05/2025

ensure a written complaints policy is in place.	20/05/2025
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To further improve the quality of the early years provision, the provider should:

- make the most of information obtained from parents when children first start to inform children's unique next steps in learning
- use the correct words for things to fully support children's developing communication and language skills.

Setting details

Unique reference number	2706099
Local authority	Hertfordshire
Inspection number	10380237
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 2
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 2022 and lives in Stevenage. She operates from 7.30am until 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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 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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