

# Childminder report

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Inspection date: 25 March 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children feel happy and safe in the childminder's home. The childminder provides experiences for children that spark their curiosity outdoors. They regularly take part in outings and explore the world around them. Children visit the local zoo and country park to investigate the natural surroundings and talk about what they see. As a result, children build confidence and greet local residents that they have become familiar with on walks. This helps children build their self-esteem.

Children show a strong impulse to learn. The childminder knows the children well and teaches them to understand rules and boundaries. The childminder supports children to sit when they are eating and talks about safety. She encourages children to help tidy up after activities and will play music to support their motivation. Children are keen to carry out small tasks.

The childminder plans a curriculum to help children build connections with the world. She uses the information she gathers from children's individual needs to adapt her curriculum, so children make progress. With a focus on communication, the childminder initiates conversations to build children's language. As a result, learning experiences help extend children's knowledge and skills further.

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

- Since registering with Ofsted, the childminder has made a positive start. She supports children with having a positive attitude to their learning. She is passionate about the experiences she plans for children and works well with parents. This helps to establish partnerships and enhance children's overall learning.
- The childminder's ambitious curriculum is effective. She builds on what she knows about children to create meaningful connections with the world around them. She helps children to build their independence and confidence with carrying out tasks. Children are familiar with the community and known to locals. This helps them feel a real sense of belonging.
- Children demonstrate good behaviour and understand rules and boundaries. Although children are supported with clear expectations, at times, the childminder intervenes too quickly to resolve turn-taking for children. As a result, children do not always have opportunities to resolve their own conflicts to further support their understanding.
- Children have secure bonds with the childminder. The childminder prioritises children and their well-being through effective settling opportunities. Children become confident and communicate well. Older children help young children with their coats and check in on them regularly. As a result, children show care and attention for one another and enjoy each other's company.

- The childminder generally supports children with their communication and language. She introduces new words to children and gives them time to think and respond with what they are thinking. Although the childminder identifies the support children need to make progress, her approach to swiftly action additional needs is not yet sharply focused enough.
- Parents praise the childminder's attentive care to children. They are highly satisfied with the efforts the childminder makes to keep them updated about their children's progress. Parents identify improvements for development and ideas are shared to establish a collaborative approach to learning at home. This helps solidify high levels of communication and enhance strong partnerships.
- Children are excited learners and engage well in activities. The childminder helps children to develop their fine motor skills. For example, children use tweezers to 'pinch' pom-poms and sort them into coloured cups. Children demonstrate high levels of concentration when picking up the pom-poms and count them in order. The childminder supports children with mathematical concepts and making comparisons to different sizes they see.
- The childminder takes effective steps to ensure that she completes mandatory and other training. She has a reflective approach to evaluating her practice and keep her knowledge up to date. She is part of networks to help build her professional development. As a result, the childminder prioritises her own learning, so children experience a good quality of education.

## 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:**

- provide children more opportunities to resolve their own conflicts and manage turn-taking independently
- develop and sharply focus early intervention with children that require extra help and support to reach their full potential.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2707501                                                                           |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10376268                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Cheshunt, Hertfordshire. She operates all year round from 7.30am until 6.30pm, Tuesday to Friday except family holidays and bank holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for eligible children.

## Information about this inspection

### Inspector

Courtney McAllister

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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