

Childminder report

Inspection date: 6 February 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 show that they feel safe and relaxed in the care of this nurturing childminder. They confidently welcome the inspector into the childminder's home, demonstrating high levels of self-esteem. Children excitedly twirl around, proudly showing how their ballerina skirts flare out, showcasing their self-assurance and joy in their play. They frequently burst into song. This motivates even more children to join in with familiar songs. This helps to build on their communication and language skills. The childminder offers a diverse variety of experiences that helps broaden children's understanding of the wider world and contributes to her ambitious curriculum. Regular visits to surrounding woodland enables children to reenact familiar stories. They also learn how honey is made as they observe a beekeeper caring for bees in their hives.

The childminder has high expectations of children and is a positive role model. She consistently uses good manners when speaking to children. This motivates children to say 'please' and 'thank you'. Children are independent. They know to clear away after meals and manage their own personal needs with minimal support. Children eagerly search for their named stones. This promotes early recognition of their own names. The childminder adapts her teaching to meet individual learning needs. She introduces more-able children to early phonics to extend their literacy development. Children count accurately and make connections between quantities and numbers.

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

- The childminder has a clear intent for the ambitious curriculum she provides. This focuses on providing children with the key foundations of development to support growth in all other areas of learning. This is predominately implemented through connections with nature in the inviting outdoor area of the childminder's garden and surrounding countryside. The childminder uses her assessments of children's development to inform a sequenced curriculum that precisely identifies what children need to learn next. This helps all children to make good progress.
- Overall, partnerships with parents are good. Parents appreciate how the childminder regards their children as part of her family. They comment how the childminder creates a 'highly engaging and loving environment' where their children are eager to attend. The childminder shares photos with parents of their children's achievements. However, she does not always inform parents of children's next steps in learning, or how they can further support their learning at home to aid their progression.
- Children are active and show a love of being in the fresh air. They learn how to assess their own risks and swiftly develop good physical skills. For example, children carefully place one edge of a wooden plank on the edge of the large sandpit. They assess the best way to move sideways up the plank safely.

Children benefit from a wide range of healthy foods. They develop an understanding of where food comes from by collecting fresh eggs from the childminder's chickens. She uses these eggs to prepare a nutritious breakfast, reinforcing children's learning through real-life experiences. Rich discussions provide children with clear messages of the importance of resting after eating to enable their food to digest.

- The childminder provides children with calm reminders of the boundaries in place to keep themselves and other's safe, such as not to stand on the sofa. Children eagerly carry out responsibilities. They work together to arrange the furniture for mealtimes. Children show kind and respectful relationships as they help each other to put on their outdoor clothing.
- The childminder has a secure understanding of children's individual interests. She has a wealth of resources that reflect these. The childminder responds to children's requests for specific resources and makes these available. For example, children express an interest in threading. They show high levels of perseverance and develop the small muscles in their hands in readiness for writing as they thread wooden shapes onto lengths of laces. However, there are times throughout the day where children have fewer opportunities to follow their own interests and be in control of their play because they are unable to access resources independently. This means that children not always being engaged in meaningful learning.
- The childminder is committed to continuing to build on her knowledge and skills. She completes regular training and conducts online research. As a result of recent training, she has an increased awareness of how to support children's inquisitiveness by using non-fiction books to find out information. The childminder and any assistants they work with are highly reflective on the provision they provide. She ensures assistants attend relevant training and provides them with personalised guidance.

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 parents with information about children's next steps in learning and what they can do to extend children's learning at home
- enable children to access resources independently so that they can follow their interests and be in control of their own play.

Setting details

Unique reference number	2709206
Local authority	Hertfordshire
Inspection number	10376143
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 3
Total number of places	12
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives near Hitchin. She operates from 7.30am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and works with two part-time assistants. 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 outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder, assistants and children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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