

Childminder report

Inspection date: 18 June 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 very happy and settled in the childminder's home. They confidently introduce themselves and invite the inspector to join them in their play. The nurturing childminder values children as unique individuals and they have trusting relationships with her. The childminder recognises when some children require reassurance and offers them plenty of cuddles when needed. This helps children feel safe and secure in her care. The childminder takes children on outings in the local community where they learn about the wider world. She teaches children how to use technology, such as a tablet to take photos of what interests them on nature walks. The childminder uses these photos to inform her ambitious and well-sequenced curriculum.

The childminder praises children for their achievements and rewards them with stickers. This supports children to have a positive attitude to keep on trying when problems occur or during key transitions in their lives, such as toilet training. Children develop the small muscles in their hands as they manipulate putty and make marks in paint using interesting tools, such as whisks and toy vehicles. The childminder supports children's mathematical skills. She introduces them to number sequences, shape and measurement. Children are independent. They manage their own self-care and know to put on their shoes before going outdoors.

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

- The childminder plans a wide range of meaningful learning experiences within the enabling environment she creates for children, both indoors and outdoors. This promotes children's inquisitiveness. They are fascinated as to why the sand is dry. Children enjoy the freedom to explore how it changes in consistency when they add different quantities of water. They remain consistently engaged in a good balance of adult-led and child-led activities that reflect their individual interests and learning needs. The childminder's effective use of questions motivates children to recall previous learning. This helps to embed new knowledge. The childminder uses additional funding successfully so that it is precisely targeted to support children's developmental needs.
- The childminder has links with other childminders. This enables her to share good practice and gain new ideas. The childminder completes mandatory training, such as first aid and safeguarding. However, she does not routinely identify and use other professional development opportunities to extend her skills and knowledge to enhance the quality of her teaching to the highest level.
- The childminder is a positive role model. She consistently advocates a positive culture of respect for all. She calmly encourages children to take turns and follow the clear boundaries in place that help them to keep safe. For example, to remain seated when eating. Children show friendly relationships. They enjoy

each other's company as they engage in imaginative play together and share ideas how to explore paint in different ways, such as mixing different colours together to create new ones and spreading it on their hands.

- The childminder keeps parents well informed about their children's good progress. She shares photos of children's achievements, along with detailed summaries and their individual next steps in learning. Although, she is yet to provide parents with specific ideas how they can support these next steps at home. Parents are extremely happy with the care that the childminder provides. They appreciate the warm nurturing environment she creates and describe her as a 'superstar'. The childminder has not yet forged relationships with other settings that children attend to fully support children's continuity in learning.
- The childminder teaches children good personal hygiene routines, such as handwashing before meals. Mealtimes are a social experience. The childminder skilfully uses these pertinent times to talk to children about the importance of brushing their teeth so that they remain strong and healthy. Children enjoy healthy, wholesome and nutritious snacks that support children's well-being and knowledge of making healthy choices. They build physical skills as they use large play equipment during regular visits to parks and develop good balance and coordination by learning dance routines.
- The childminder places a strong focus on supporting children's language development. She speaks clearly and sensitively, repeating words to support children's correct pronunciation. Children show high levels of excitement as they participate in daily rhyme time. They are eager to choose a rhyme pouch containing resources and props linked to rhymes and songs from the special bag. The childminder sings with great enthusiasm, this motivates children to join in with the words. She introduces children to new words and their meaning, such as 'glaze' as children use a pastry brush.

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 and use a wider range of professional development opportunities to enhance the quality of teaching
- enhance the support offered to parents so they can support their children with their individual next steps in learning at home
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2721254
Local authority	Hertfordshire
Inspection number	10394474
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 4
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 Stevenage. She operates from 8am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She 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 and spoke to 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 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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