

Childminder report

Inspection date: 16 July 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 feel settled and comfortable in this homely, nurturing environment. They confidently explore the many interesting activities and resources that the childminder plans each day around their individual needs and interests. For example, children reflect on past enjoyable experiences by recreating their own role-play shops and cafes. They develop their mathematical understanding by adding prices up on tills and practise their social skills by taking turns as shopkeepers and customers. The childminder has a flexible approach to planning children's learning experiences. She understands how children's moods and experiences at home can impact their learning and level of engagement and provides an appropriate balance of child-led and adult-initiated learning opportunities. For example, children have continuous access to the secure garden area, where they can run about and immerse themselves in messy and sensory activities such as playing with sand and water.

The childminder places sharp focus on supporting children's understanding of appropriate behaviour. Planned and free-play activities focus on supporting children to take turns and cooperate with one another. The childminder is a good role model for children. She demonstrates manners and respectful behaviour towards children. As a result, children show empathy and kindness towards others. They identify when their friends are sad and offer to share their favourite toys to make them feel better.

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

- The childminder has a clear curriculum in place that focuses on supporting children to prepare for their next stage of learning. She provides exciting experiences that are based on children's interests and support their future learning. For example, children practise the skills required for school by dressing up as their favourite characters, fastening buttons and hanging up the costumes after use.
- Children feel settled and safe in their learning environment. They introduce themselves and their friends to visitors, confidently chatting about their favourite characters and the activities they enjoy in the childminder's home. The childminder promotes this high level of confidence and security by preparing children well for the day ahead and involving them in the organisation of their environment and learning.
- The childminder monitors children's development closely. This means that she has a precise understanding of their individual strengths and next steps. The childminder uses this knowledge when organising her environment and planning activities. For example, children learn to take turns and develop fine motor skills clipping coloured pegs onto corresponding labels hung on a washing line. On

occasion, however, the childminder does not adapt her teaching sufficiently in group activities to provide appropriate challenge for the varied ages and stages of children involved.

- Children enjoy exciting learning experiences outside of the home setting. They regularly engage in their local community, making friends with staff at the local library, who ensure that books about their favourite characters and current interests are available for them to borrow. The childminder embraces outdoor learning opportunities to support children's development. For example, they enjoy nature walks, developing their fine motor skills and language development by collecting and discussing interesting flowers and objects they find.
- The childminder sequences children's learning well. She observes children during play and is swift to identify when they may be struggling. The childminder uses this information to inform her planning, organising activities that build on what they can do and need to learn. For example, when children struggle in their early writing skills, she encourages them to develop their hand muscles further by using spray bottles to water flowers.
- Feedback from parents is positive, with all parents praising the childminder for her enthusiastic and nurturing approach. They comment on the wide range of activities children enjoy in her home and on trips out. Parents value the childminder's flexible approach and the immense support she provides for families. They appreciate how she shares teaching ideas with them and acknowledge how this allows them to engage in their children's 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:

- ensure that teaching, particularly during group activities, provides appropriate levels of challenge for all children involved and supports them to make outstanding progress from their starting points.

Setting details

Unique reference number	2722543
Local authority	Hertfordshire
Inspection number	10394494
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	3 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Bishop's Stortford. The childminder operates all year round, from 8am to 5.30pm, Tuesday to Thursday, except for bank and family holidays. The childminder holds a relevant level 3 early years qualification.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector looked at a sample of relevant documents.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of the children.

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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