

Childminder report

Inspection date: 7 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 settle well in the childminder's care and demonstrate a positive attitude towards their learning. They develop good relationships with the childminder, demonstrating that they feel safe and secure. The childminder is attentive to the children's needs and provides a good range of meaningful learning experiences. This supports children's development in readiness for the next stage of their learning, including transitions to school. The childminder supports children to manage their feelings and behaviour. She reinforces rules and boundaries, actively encouraging children to share, take their turn and be kind to their friends.

The childminder, with the support of her staff, joins in children's play. For example, young children are introduced to language and concepts, such as 'up' and 'down', as they roll pretend cars along a ramp. The childminder successfully builds on children's enjoyment, when they then proceed to move toy dinosaurs along the ramp into a pool of water. She introduces language such as 'stomp' and proceeds to show the children how to use their feet to stomp. Children copy and pretend to stomp and roar like a dinosaur. The childminder shares story books with children. She encourages children to talk about the illustrations within the story and asks relevant questions.

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

- The childminder enjoys providing childcare. She ensures required mandatory training is up to date, such as child protection and paediatric first-aid training. This supports her to keep the children in her care safe and well. Additionally, the childminder listens to relevant childcare webinars to enhance her knowledge of child development. The childminder successfully introduces her staff to the setting's policies and procedures and encourages their professional development.
- The childminder spends time talking to parents and getting to know each child's care needs, interests and stage of development before they attend. This helps to ease the transition from home to the childminder's care. Parents receive daily updates about their child's day, and the activities and outings their child has participated in.
- The childminder sequences children's learning, building on what they know and can already do. However, on occasions, the childminder does not always give children enough time to process and answer the questions asked before she gives them the answer. Additionally, the organisation of planned group times, including escorting children for their sleep, are not consistently successful. At times, the childminder is unable to maintain the children's attention and some children wander around with no purpose to their play.
- The childminder uses her knowledge of the children and their families to determine how to best use available funding. This has led to the childminder

placing a strong emphasis on broadening the children's knowledge of the world around them. For example, children enjoy trips to a local farm, where they learn about the different animal breeds and visit the library to enhance their literacy development. The childminder also takes children on bus rides and places of interest, such as the Natural History Museum and the Royal Air Force Museum to view the planes.

- The childminder provides a range of opportunities for the children to develop their physical skills during regular trips to splash parks, soft-play activity centres and the park. Children learn to take safe risks as they bounce on the small trampoline and climb the steps of climbing equipment. They crawl through tunnels and enthusiastically slide down the slide. The childminder encourages children to jump over a skipping rope and proceeds to extend their development by encouraging them to try to jump on one leg. Children willingly try and are praised for their achievements. Additionally, walks to the park provide opportunities for the children to learn road safety.
- The childminder provides activities that support children to develop their hand-eye coordination and fine motor skills. Children use paint brushes to make marks on paper, are shown how to build a sandcastle and learn how to hold and cut using scissors. Older children concentrate as they carefully pour water from one container to another. The childminder adds to their enjoyment by supporting them to squirt foam into their creations. Children squeal with excitement.
- The childminder provides healthy food options. Children sit around a table for their lunch and younger children are securely placed in high chairs. Mealtimes are used to enhance children's table manners and understanding of healthy food choices. Children confidently recall what are healthy and unhealthy foods options. Additionally, children know that they need to wash their hands before sitting down for their lunch, which supports appropriate hygiene routines.

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 with enough time to process questions before expecting a response, to support them to share their understanding and ideas in more depth
- review the organisation of transitions and group times to better meet children's individual needs and learning outcomes.

Setting details

Unique reference number	2722828
Local authority	Hertfordshire
Inspection number	10393932
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	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hemel Hempstead. She operates from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers the government funded childcare for eligible children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and her staff, and assessed the impact on children's learning.
- Children spoke with the inspector 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 from written feedback provided at the inspection and by speaking to them.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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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