

Childminder report

Inspection date: 15 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

The childminder creates a warm and secure environment for children. She dedicates time to understand each family, ensuring that the unique needs of every child are met. This demonstrates her attentiveness to children's requirements. Children are happy and confident. They show comfortable connections with the childminder and assistant. The childminder makes good use of the initial information she gains from parents about children's abilities to plan for their good progress from the outset. The childminder places a strong emphasis on promoting children's language and communication skills. She actively listens to what children say and values their voices and choices. For instance, she encourages children to express which song they would like her to sing. The childminder sings their chosen songs with great enthusiasm. This motivates children to join in with the words and actions. Children enjoy dipping brushes and their hands in water to create marks and prints on the patio. The childminder uses these moments to introduce children to new words and their meaning, such as 'evaporate', as the marks they make begin to disappear in the warm weather.

The childminder and assistant are positive role models. They consistently model good manners and praise children for their achievements. This helps to increase children's self-esteem. Children are independent. They know to follow a good hygiene routine and manage their own self-care. The childminder teaches children about mathematical concepts, such as capacity, numbers and size, as children experiment pouring water into different sized containers. She introduces children to early phonic sounds and promotes their love of books.

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

- The childminder is committed to children's learning and development. She implements a varied and well-sequenced curriculum that consistently embraces children's individual interests through meaningful overarching themes. The childminder knows children well. She consistently adapts her teaching to meet their individual needs to help them achieve the clear goals she sets. The childminder takes good account of children's experiences and achievements from home to help extend and embed their knowledge. She offers many activities that help children gain the knowledge and skills they need for their next stage in learning.
- Children benefit from daily opportunities that support them to lead a healthy lifestyle. The childminder talks to children about why she applies sun screen to them to protect their skin from the sun. Frequent reminders to drink water support children to remain hydrated. Children thoroughly enjoy the home-cooked, nutritious meals the childminder provides. She talks to them about the positive impact vegetables have on their body. Children are physically active and

have ample access to fresh air. They build strength and stamina during visits to local parks as they negotiate large apparatus. Regular yoga sessions support children with mindfulness practices using storytelling.

- Children's behaviour is good and appropriate to their stage of development. The childminder and assistant calmly talk to children about the importance of sharing resources and to keep their hands to themselves during minor disagreements. On these occasions, the childminder and assistant do not make strong use of these occurrences to help children think about how they and others are feeling. This does not help children to form the foundations to regulate their own emotions.
- Partnerships with parents are strong. The childminder involves them in every aspect of their child's time with her. Parents are able to access photos and videos of their children's achievements on an online platform as well as a private social media page. Parents are very pleased with their child's progression. They appreciate the nurturing and stimulating environment the childminder provides. They explain that their children love attending and how the childminder and assistant 'are an asset to the profession'. However, the childminder is not as successful in forming partnerships with other providers that children attend to fully support children's continuity of learning.
- The childminder is reflective. She regularly evaluates both her own practice and that of her assistant, as well as the overall quality of the provision. She takes prompt and effective action to implement changes. The childminder is keen to build on her knowledge and skills. She regularly completes training that is targeted to meet the individual needs of children attending. The childminder provides her assistant with ongoing support to continue to develop their practice. They work very well together as a team. New knowledge is shared with the assistant to ensure a consistent approach.

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:

- make more use of situations that arise to help children to learn how to self-regulate their emotions
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	2726442
Local authority	Hertfordshire
Inspection number	10398124
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Welwyn Garden City. 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 an assistant. 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, assistant and 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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