

Childminder report

Inspection date: 19 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

The childminder ensures that children's interests are consistently at the heart of her practice. She creates a stimulating learning environment that is based on children's current fascinations. For example, children explore a variety of water-play activities, including water channelling, sensory play where children bath dolls and mark-making opportunities where children create patterns with spray bottles. These varied activities provide children with broad learning experiences that support their early learning goals and encourage them to remain engaged in play.

Children enjoy extensive learning experiences outside of the home to further develop their social skills. Children enjoy structured play sessions where they engage with other children and adults. They learn to play cooperatively and develop an understanding of expected behaviours. These skills are transferred into the childminder's home where children behave well and are kind to others. Children share resources and pass toys to their younger friends. The childminder is consistent in her approach to supporting these kind behaviours. Children delight at the praise they receive and listen intently to the childminder's sensitive explanations as to why certain actions are inappropriate.

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

- The childminder is committed to enhancing the care she provides. She talks enthusiastically about a recent professional training course she has completed. The childminder discusses how she has implemented many of the strategies she has learned about, particularly around supporting early mathematical development in children.
- Relationships with parents are strong. The childminder engages well with families from the start. She gathers information regarding children's early experiences and considers this well when organising routines and planning teaching experiences. The childminder communicates information about children's routines to parents and other carers. However, more significant assessments are not communicated in a way that allows parents to further promote children's learning at home.
- The childminder monitors children's learning closely. This provides her with a precise understanding of their individual learning needs. From this, she plans exciting activities and provides resources that embraces children's interests. For example, children develop their fine motor skills by washing and dressing their dolls. The childminder extends children's learning further by introducing topics such as oral hygiene. She encourages children to brush the doll's teeth and discusses the drinks that keep their teeth healthy.
- Children enjoy nutritious meals and snacks while in the childminder's home. The childminder considers children's allergies carefully and ensures that all mealtimes

are conducted in a safe and orderly manner. For example, children sit together with their childminder discussing healthy eating and appropriate behaviour at mealtimes.

- The childminder understands the importance of developing children's communication skills. She engages well with children, embracing routines such as nappy changing as opportunities for nurturing one-on-one discussions. However, on occasion, children struggle to express their ideas. The childminder has yet to develop appropriate strategies that support children to communicate their thoughts and reduce their frustration during these moments.
- Relationships with other professionals involved in children's development are strong. The childminder works closely with staff at other settings children attend, sharing information and providing a collaborative approach to children's development. The childminder embraces advice from other professionals regarding children's medical and developmental needs, mirroring strategies that parents follow at home.
- The childminder sequences children's learning well, building on what they know and need to practice further. For example, activities are regularly evaluated and repeated. The childminder takes into consideration her previous observations to assess her teaching and extend children's learning further.
- The childminder's precise understanding of individual children enables her to adapt her teaching well during group activities. During a café role-play activity, older children create delicious meals for their younger friends. They explore the names of unusual plastic foods with their childminder. Younger children transfer the food into different containers, developing their hand muscles and coordination.

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:

- enhance methods used to communicate children's progress, allowing parents to further promote children's learning at home
- identify strategies that further support children's language development and allow them to better communicate their thoughts and ideas.

Setting details

Unique reference number	2726549
Local authority	Hertfordshire
Inspection number	10394824
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for all eligible children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- 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 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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