

Childminder report

Inspection date: 30 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 kind and caring childminder implements enriching experiences and builds trusting relationships with children and their families. This makes them feel welcomed and valued. Children are happy and readily seek reassurance and warm nurturing cuddles from the childminder if needed. Children make independent choices from a rich range of resources that reflect their interests. They are curious to explore the texture of real-life objects, such as pinecones and bracelets. The childminder skilfully recognises key moments in children's play and exploration to pause, helping to avoid interrupting their flow of thoughts and ideas. For example, children develop early mathematical skills as they sort resources into the correct containers and figure out how to remove and replace lids. This supports their problem-solving, fine motor development and understanding of categorisation.

The childminder speaks to children clearly. She sensitively repeats words back to children to help them hear the correct pronunciation of words. Children show a love of books. They enjoy feeling the different textures on each page. The childminder demonstrates how to use toy tweezers to pick up coloured pom poms. Children have a positive attitude and explore how they can be used in different ways, such as scooping out pom poms from a bowl and transferring them to silicone cake cases. The childminder supports children to be independent individuals from a young age. They use a child-safe knife to cut up their own selection of fruit. Children develop a secure understanding of diversity and individuals in the wider community, particularly those that challenge stereotypes.

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

- Partnerships with parents is strong. The childminder keeps them fully involved in their child's time in her care from the outset. Parents value the wealth of thoughtful advice and guidance the childminder provides, contributing to a collaborative approach between the childminder and themselves to support children's continual development. Parents comment on the 'beautiful bond' their children have with the childminder and how 'impressed' they are with their children's progress.
- The childminder plans a curriculum that is child focused and fully considers children's individual interests through an overarching theme. She implements a good balance of adult-led and child-led activities that help children find out more, following first-hand experiences. For example, after visiting a lake with the childminder and observing a swan with their cygnets, children return to the childminder's home to explore the topic further. They use books and watch a short programme to learn how cygnets grow into swans. Through this, they discover that cygnets have soft, fluffy feathers that keep them warm and help regulate their body temperature until they develop adult plumage. Although, on

occasion, the childminder implements activities that are too challenging and not appropriate for some children's stage of development, to help them learn through a well-sequenced approach. Nevertheless, all children make good progress over time in relation to their starting points.

- Children develop a secure understanding of a healthy lifestyle. The childminder teaches children about foods that are nutritious and good to eat in comparison to foods that are high in sugar and have a negative impact on oral health. Children engage in activities that support them to understand the importance of regularly brushing their teeth. The childminder provides children with sensitive reminders to drink water to support their good health. This motivates children to frequently access their water bottle. Children are physically active. Regular visits to the park and woodland walks help children to develop strength and stamina as they use large apparatus and balance on fallen tree trunks. Weekly dance parties introduce children to a varied genre of music where they freely express themselves through movement.
- The childminder demonstrates positive commitment to the continued development of her childminding practice. She attends webinars and regularly meets with a group of local childminders enabling her to gain new ideas. However, the childminder does not focus on a wide variety of professional development to help enhance her understanding of child development and sharpen the implementation of her curriculum even further.
- The childminder supports children's social development and promotes positive behaviour. She regularly meets with other childminders and the children they care for. This helps children build friendships in larger groups and grow in confidence. The childminder enthusiastically acknowledges children's efforts with praise and claps. This motivates children to keep on trying as they persevere to peel small stickers from a sheet. Children relish expressing their creativity by freely choosing where to place the stickers on their artwork.

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:

- develop planning so that activities are always suitable for all children's stage of development
- complete a wider range of curriculum training to sharpen the quality of education even further.

Setting details

Unique reference number	2728088
Local authority	Hertfordshire
Inspection number	10398518
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Stevenage. She operates from 7.30am until 5.30pm, Monday to Thursday, 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 assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder 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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