

Childminder report

Inspection date:

25 September 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 provides an ambitious curriculum and recognises the value of stories and songs in supporting children's communication and language development. She introduces a wide range of vocabulary during activities and reading, using animated storytelling to engage children and foster a love of books. Children eagerly repeat new words, such as those from 'The Very Hungry Caterpillar', and respond positively to posters with pictures and colours, which she uses to further extend their language skills. As children explore resources, the childminder narrates their play, highlighting colours, naming objects, and modelling new words to support their understanding.

Children show secure attachments to the childminder and respond positively to her care. She recognises when children are tired and adapts routines to meet their needs. The childminder has clear expectations for children's behaviour. She talks to children about what she expects and encourages them to play alongside each other. The childminder helps children to have a sense of belonging at the setting. For instance, she celebrates each child's birthday, fostering positive social experiences and helping children feel valued. The childminder works with families to identify cultural celebrations and additional languages spoken at home. She uses resources, including books that celebrate diversity, which help children understand differences and develop respect for others.

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

- The childminder delivers a varied curriculum that meets the needs and interests of the children. She delivers this through activities that motivate children to explore. For example, children enjoy sensory play with coloured pasta. They use scoops to fill pots and count pieces of pasta, supporting their mathematical understanding. However, the childminder does not consistently use her teaching to extend the learning of the most able children. This means that these children sometimes do not benefit fully from the learning opportunities provided.
- Settling-in arrangements are effective. The childminder gathers detailed information from parents, including routines, likes, dislikes, and family background. She offers several settling-in sessions, which enable children to become familiar with the environment and develop secure attachments with her, which fully supports children's well-being.
- The childminder establishes strong partnerships with parents. She shares children's next steps, sends photos, and communicates regularly at drop-off and collection times. Parent communication groups, which include extended family members, keep parents informed and engaged. The childminder provides resources and guidance to support children's learning at home, reinforcing continuity between home and setting. Policies and procedures are shared with

parents to ensure transparency and consistency.

- The childminder values community experiences and provides regular opportunities for children to explore their local environment. Children participate in autumn walks to collect natural resources, visit local farms, and soft-play sessions. These experiences support children to build on their physical development, sensory exploration, and knowledge of the world around them.
- The childminder is keen to promote children's independence and life skills. For example, she teaches children to wipe their hands after mealtimes. However, the childminder does not provide consistent opportunities for children to try to do things themselves. This sometimes limits children's ability to develop these skills.
- The childminder recognises when children may have gaps in their development and works closely with families to access additional support. For example, she signposts families to speech and language therapy. Within her setting, she provides targeted support and effective teaching to help children build on their skills and close any gaps in learning.
- The childminder works closely with other settings that children attend. She shares reports and information about children's next steps, ensuring a consistent approach to learning and support for children to make progress towards shared goals. The childminder takes a proactive approach to professional development, ensuring that all mandatory training is up to date. She has completed additional courses, including autism training, to enhance her understanding of children with specific needs and to support them in achieving positive outcomes.
- The childminder promotes children's digital safety well. She uses books and resources to support children's understanding and shares clear information with parents on how to keep children safe online.

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 teaching skills to consistently support children's play and help extend their learning even further
- provide more opportunities for children to build on their self-care skills and do things for themselves to promote their independence.

Setting details

Unique reference number	2730427
Local authority	Hertfordshire
Inspection number	10399574
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Stevenage. She operates Monday to Friday from 7.30am to 5pm, all year round, apart from personal holidays. The childminder has relevant training in early years and provides funded early education for eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation, such as, evidence of the suitability of the childminder and a selection of other records.

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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