

Childminder report

Inspection date: 11 April 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 are happy in the childminder's care and confident to explore. The childminder uses children's interest to provide a broad range of activities. Children choose resources that interest them. They explore inside and outside at the childminder's home. The childminder is always on hand. She supports children to negotiate the steps as they move into the garden and when using the slide. Children smile and engage with the childminder. Children develop their imagination as they play alongside the childminder in the role play kitchen. She supports children's play by providing play ideas, such as making their favourite food. Older children pretend to prepare hamburgers. Younger children practise their hand-eye coordination banging the pots and putting the play food inside the pans. Children love being in the garden developing their balance and coordination. Children receive praise from the childminder when they throw the balls. This helps children to recognise their achievements and raises their self-esteem.

Children generally behave well. The childminder models to children how to use good manners. Children show kindness to each other, passing cars to their friends when they cannot reach them. The childminder encourages children to take turns. She reminds children to wait for their friends to get off the sit on toy, before they try to sit on it.

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

- The childminder knows children well and talks in-depth about their progress and development they are making. She takes steps to help close any gaps in children's learning. This supports children to make good progress from their starting points.
- The childminder takes children on a variety of outings. Children enjoy trips to the park, farm and local supermarket. They meet up with other childminders and their children. This helps children to develop an understanding of the wider community and how to socialise in larger groups.
- Children join in with mark-making activities. They make marks using chunky chalks on the ground outside. This supports them to develop their pre-writing skills. The childminder encourages children to express themselves with their creations.
- The childminder supports children to develop their independence and self-care skills. She reminds children to wash their hands before eating and after feeding the pet rabbit.
- The childminder generally encourages children's good behaviour. She is responsive to children's needs. The childminder cuddles and gives reassurance when children need it. However, she does not always explain to children why certain behaviours are not acceptable. When children have minor disputes, the

childminder tells them 'no thank you' or 'stop'. She does not explain to the children what she would like children to stop doing. This means that children do not always understand what is expected of them and gain a deeper understanding of how to behave next time.

- The childminder promotes children's language development well. For instance, when children are planting seeds, she names the different herbs. She introduces them to new vocabulary such as 'germinates'. However, at times, she does not always use the correct words when narrating play. This does not help children to hear the correct pronunciation to further develop their speaking and listening skills.
- The childminder promotes children's healthy lifestyles well. She offers nutritious snacks and meals. She helps children recognise and name different fruit, she encourages conversations about why the fruits are good for them.
- The childminder helps children to learn how to be caring and helpful. Children help to feed the pet rabbit and how to care for the seeds they have planted. They spray water onto the seeds to help them grow. These opportunities help children learn about looking after plants and animals.
- Parents are positive about the childminder. They enjoy the regular photos they receive of their children. Parents are pleased with the trips and the variety of activities the childminder provides. The childminder works with parents to encourage children in their self-help skills. She shares the activities that children enjoy and the next steps in their learning with parents. This helps parents to continue children's learning at home.

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:

- review behaviour management strategies so that children are given clear messages about the expectations for their behaviour to fully support them in managing their behaviour independently
- model the correct pronunciation of words to fully support children's developing vocabulary.

Setting details

Unique reference number	2741165
Local authority	Hertfordshire
Inspection number	10400109
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	2 to 6
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 Ware. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education places to all eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025