

Childminder report

Inspection date: 25 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The experienced and dedicated childminder ensures that children are warmly welcomed in to a fun and enabling environment in which to learn. Children show that they are happy and feel safe and secure. They frequently burst into song and demonstrate a strong sense of belonging. The childminder plans a varied curriculum that builds on what children already know. Planned outings within the local community enhance and broaden children's experiences further. For example, they visit woodland areas to search for bugs and use the internet with the childminder to research their findings. Children discover that some bugs have pincers and learn what they use them for.

Children show exceptional attitudes to learning. The childminder skilfully adapts the environment and her teaching to build on children's evolving interests. Children persevere to squeeze paint from bottles. They remain highly engaged as they paint their favourite toy dinosaurs and mix colours to create new ones. The childminder places a strong focus on supporting children's language development. She speaks clearly and repeats words correctly to support children's correct pronunciation of words. Children enjoy looking at books and selecting stories to share. The 'book of the week' is carefully selected and used to support children's immediate learning needs. This helps to foster children's love of reading.

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

- The childminder uses her frequent observations to inform an ambitious curriculum that embraces children's interests and places a high priority on supporting children to be happy and confident learners. The childminder has a thorough understanding of the children in her care and precisely identifies their next steps in learning. She offers a wide range of stimulating activities and experiences that promote learning through children's interests and choices. However, during her interactions with children, she does not always make full use of opportunities to implement some children's next steps to support them to make the best possible progress.
- Children are becoming independent and follow a good hygiene routine. They wash their hands before eating and after using the potty. Children help to prepare their healthy nutritious snack. They plant and help to nurture a selection of fruit and vegetables which they taste. The childminder introduces them to a wider range of tastes from around the world, such as plantain and exotic fruits. Children are physically active. They run at speed skilfully avoiding obstacles and move their bodies in a variety of ways to represent how wild animals move. For instance, they slither like a snake and flap their wings like a parrot.
- Children are inquisitive learners. They are fascinated how their hands appear a different colour as they immerse them in coloured water. The childminder

introduces children to mathematical concepts, such as floating and sinking. She shows children how to fill toy boats with water to make them sink to the bottom of the water tray. This motivates children to experiment with other items, such as shells and stones. However, on occasion, the childminder does not make the most of opportunities to support children to work things out for themselves, to develop their critical thinking skills. For example, when children express an interest in making other boats sink she asks children questions to help them recall new knowledge of what they need to do, but does not provide them with time to think of the solution.

- Children behave exceptionally well, are very confident individuals and show remarkable levels of confidence in social situations. They play harmoniously together, share resources and listen to each other's thoughts and ideas. The attentive childminder teaches children how to care for others. As a result, children are swift in identifying times when their friends need support and eagerly help them. They show a natural empathy for each other.
- The childminder reads professional publications and belongs to several online childminder forums, enabling her to share and gain new ideas. She completes training that is beneficial to her practice. As a result, she now has an awareness how to support children who demonstrate specific patterns in their play.
- The childminder keeps parents well informed about what the children have been doing through daily conversations and shares photos of children's achievements via a secure app. She offers advice and guidance to support children's learning and care needs at home. The childminder encourages parents to share children's achievements and experiences from home. She makes the very best of these by creating small photo books to help children share and recall their experiences with others. Parents are very pleased with their children's progress. They describe the childminder as 'professional' and comment that she 'cares for children like they are her own'.

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:

- concentrate more sharply on implementing children's next steps in learning within their chosen play
- offer children time to think of solutions to problems during their play.

Setting details

Unique reference number	404119
Local authority	Hertfordshire
Inspection number	10388179
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 July 2019

Information about this early years setting

The childminder registered in 2000 and lives in Hemel Hempstead. She operates from 8am until 5pm, Monday to Friday, term time only. 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 outdoors 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 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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