

# Childminder report

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Inspection date: 31 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and show that they feel safe and secure with the childminder. They build warm relationships with her and thoroughly enjoy her company. Children laugh and squeal with delight as the childminder tickles them while singing their favourite song. They say that the childminder makes them feel special. The childminder plans enticing activities tailored to what each child needs to learn next. Her positive interactions in children's play naturally build on their knowledge. For example, during their imaginative play, she explains to children that sweetcorn is grown on a cob. All children make good progress.

Children learn to be independent from a young age. They confidently manage to put on their own shoes before playing outdoors and safely use a range of small tools to help prepare their healthy snack. The childminder's encouragement motivates children to taste fruits they have not tried before. The childminder is a positive role model. She consistently advocates a positive culture of respect for all. She uses good manners when speaking to children and encourages them to do the same. Children are responsible individuals. They know how to quickly help the childminder in an emergency, if needed. Children respond immediately to the childminder's instructions to bring the first-aid kit to her. They use small tools, such as a toy hammer, to bang golf tees into a pumpkin. This helps children to develop control and coordination, as well as the small muscles in their hands, in preparation for writing. Children have a wonderful time dissolving different coloured bath bombs in water and discover how to create a new colour when they mix them.

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

- The childminder plans a rich and balanced curriculum with an emphasis on providing children with the core skills they need in preparation for school. She adapts her curriculum to support children with changes in their lives and consistently considers their individual interests. The childminder gathers some essential information from parents about what their children already know and can do. However, she does not make the very best use of this information to precisely inform early planning.
- Children benefit from a broad range of experiences to help them develop an understanding of the natural world and be physically active. Outings to local parks help children to build strength and stamina as they use large apparatus. They also visit woodland areas. This enables children to negotiate different terrains. Children collect sticks, using their vivid imaginations to pretend they are fishing rods or drumsticks and exploring different rhythms on tree trunks.
- The childminder develops good relationships with parents. She communicates with them daily and keeps them well informed about their children's ongoing achievements. She provides ideas on how they can continue to support their

children's learning at home. Parents comment how this inspires them to try new things at home. They describe the childminder as 'thoughtful' and 'nurturing', who is an integral part of their family's life. However, the childminder is not as successful in developing working partnership with all other settings that the children attend. This means that some children who attend other settings experience inconsistency in their learning.

- The childminder is consistent in her approach to help children to understand the boundaries and expectations in place. She provides sensitive reminders for children to walk while indoors and take turns with resources. Children are beginning to understand both their own and others' feelings in preparation to regulate their own behaviour. The childminder supports children to develop a strong sense of responsibility and respect for others. For example, children eagerly follow her instructions to hand out plates and cups to their friends at snack time.
- The childminder supports children's communication and language development well. She engages in back-and-forth conversations, giving children time to process and respond to questions. This encourages children to use descriptive words, such as 'bumpy' and 'spiky', as they feel the texture of various fruits. Children have a strong love of books. They enjoy retelling familiar stories to their friends in the cosy reading corner. Children eagerly participate in stories, which the childminder brings to life with props such as toy animals. They predict what might happen next and learn the flow of reading as the childminder runs her finger under the text on each page, moving from left to right.
- The childminder is dedicated to her continued professional development. She completes training that focuses on supporting the individual needs of children. In addition, she regularly shares good practice and gains ideas from other childminders. As a result of recent training, the childminder has an increased understanding of different strategies to communicate effectively with children who are neurodiverse.

## 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:**

- make the best possible use of information gathered from parents when children first start to inform children's unique next steps in learning from the outset
- develop partnerships with all other settings that the children attend to support continuity in their learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY231550                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10359829                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 17 December 2018                                                                  |

## Information about this early years setting

The childminder registered in 2003 and lives in Stevenage. She operates from 8.00am to 5pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old 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 the children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity, 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 and the children 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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