

Childminder report

Inspection date:

10 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in a warm, welcoming and nurturing environment. The childminder's care and attention provide a strong sense of safety and belonging. Children settle quickly because the childminder understands their individual needs and interests. The childminder models positive behaviours and encourages children to express their thoughts and ideas. Meaningful interactions help children to develop confidence and independence. They learn to manage feelings and cooperate with others. As a result, behaviour is exemplary. Children demonstrate positive attitudes and celebrate each other's achievements. The childminder uses language of turn-taking and patience throughout the day. When children forget, the childminder responds calmly, encouraging reflection on whose turn it is.

Children flourish in the stimulating environment where they feel safe and confident to explore. The day is full of opportunities to learn through play, curiosity and hands-on experiences. Children are listened to and encouraged to think for themselves. The childminder consistently praises children for their efforts and achievements. This helps them feel proud and motivated. They are supported to develop independence, social skills and a love of learning. They thoroughly enjoy rich experiences both indoors and outdoors. Children show high levels of joy and pride in their achievements, such as when they succeed in putting on shoes independently. This positive approach contributes to their resilience and willingness to keep trying.

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

- Teaching is consistently of a high quality. The childminder interacts meaningfully with children throughout the day. She provides a steady flow of language that extends vocabulary and encourages children to think for themselves. Open-ended questions such as 'What do you think?' enable children to process and respond, supporting early critical thinking.
- The childminder uses stories skilfully to promote children's language, thinking and curiosity. She makes purposeful links to the children's real-life experiences. This keeps them deeply engaged and helps them understand new ideas. For example, choices about stories include current learning, such as falling leaves and hoof prints in the mud.
- Learning is embedded across play and everyday routines. For example, while drawing, the childminder captures children's attention to the shapes children create, encouraging early mathematical understanding. During picnic role play, she introduces and revisits colour, shape and food vocabulary, making learning highly purposeful and enjoyable.
- The childminder weaves mathematical concepts seamlessly into play. Children compare leaves and pine cones. They develop skills in observation and

comparison as they examine different features on acorns. The childminder builds on children's ideas, encouraging prediction and problem-solving. For example, when children explore how spiral pasta fits into larger pasta tubes the childminder supports them. They discover that some tubes are slightly flattened and the spirals do not fit.

- Outdoor play and nature exploration are integral to children's development. They develop an appreciation of the seasons, noticing changes in leaves and weather. The childminder helps children connect these to wider learning about autumn and winter. For instance, children feed the birds and discuss how animals struggle to find food in colder months. This helps children develop empathy and an awareness of the natural world.
- Understanding of the world is naturally threaded through activities. Children engage in wonderful real-life experiences, such as floating sticks in the brook. They watch recorded footage of the deer families in the wood. This helps them learn about their habits. During regular visits to the private woods, children excitedly track the movement of the deer as they search for their tracks.
- Children are immersed in a language-rich environment. The childminder names objects and describes actions. She introduces new vocabulary such as 'rigatoni' and 'echo'. The childminder skilfully adapts activities to support both younger and older children. For example, she uses words such as 'big' and 'large' to describe containers. Repetition of new words help children remember these long term.
- The childminder demonstrates strong and thoughtful leadership and is highly committed to the children's care and learning. She actively develops her own skills through a wide range of training, including speech and language support. This has been integral in successfully closing gaps in children's communication and language.
- Partnerships with parents are a key strength. Regular communication and personalised updates mean parents are well informed and involved in their children's learning. This strong collaboration helps children make continued progress, building confidence, independence and positive relationships.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY273895
Local authority	Hertfordshire
Inspection number	10398726
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	4
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 2003 and lives in Hoddesdon. She operates all year round, Monday to Thursday from 8am until 5pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded early education for children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their 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.

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