

Childminder report

Inspection date:

5 February 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children feel settled and thoroughly enjoy the time they spend in this homely, nurturing environment. The childminder provides wonderful learning and play opportunities based on children's interests, learning needs and unique talents. Each child has their own activity pack with personalised resources. Children who love art and design create beautiful animal artwork that is displayed in the setting. Particularly close attention is given to children in the early years. Their activity packs mirror their learning from school in fun and creative ways.

Children are sociable and demonstrate exceptionally high levels of confidence. They talk enthusiastically to visitors about their interests and favourite activities and welcome them into their play. The childminder encourages these positive characteristics by creating opportunities for children to show off their skills. For example, children plan and perform their own plays that they share with parents.

Children's behaviour is exemplary. They are courteous to adults and one another and always demonstrate good manners. Children cooperate well with one another during play. They create group games and support their friends to understand the rules. For example, older children establish football matches with their younger friends.

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

- The childminder celebrates children's achievements and talents at every opportunity. Children take immense pride in their accomplishments, which are on display throughout the setting. For example, they show visitors the magnificent dragon display they have created in the childminder's home.
- The childminder reflects well on the care she provides. She seeks regular feedback from parents and children. The childminder uses this information to make well considered changes to her practice and develop her already extensive knowledge and skills further. This allows her to meet the ongoing needs of all children in her care.
- Parents are incredibly complimentary about the childminder and the wonderful care she provides. They value her nurturing approach and the immense support she provides to the whole family. Parents deeply appreciate the flexible service the childminder provides and how children enjoy the many activities she offers. For example, they comment on how children look forward to regular trips to farms and play areas.
- The childminder seizes on children's interests and observations and plans activities and learning opportunities around them. For example, when children notice a toad in the garden, the childminder encourages them to explore it

further. They research and create an appropriate habitat for 'Paddington' the toad, make sure he has enough water and check in on him daily.

- Children enjoy nutritious meals every evening. Along with the childminder, they plan delicious menus, selecting their proteins, carbohydrates and vegetables from the 'nutrition wheel' they created. Children enjoy daily access to outdoor play opportunities in the exciting garden area. This supports their understanding of the importance of maintaining healthy lifestyles.
- The childminder places sharp focus on supporting children's safety and well-being. She completes regular risk assessments of her environment to ensure it remains safe for all ages of children who attend. The childminder demonstrates a robust understanding of safeguarding issues and explains how she supports children to develop strategies to keep themselves safe.
- Children form exceptionally close relationships with one another and the childminder. They talk fondly about the time they spend in her care and the wonderful experiences they enjoy together. The childminder creates monthly photo books that reflect the activities she provides. Children enjoy showing them to visitors, recalling these experiences and reflecting happily on the time they spend with their friends at the childminder's home.
- Relationships with other professionals involved in children's development are strong. The childminder communicates daily with teaching staff about children's time at school. This allows her to plan activities that further promote children's learning. For example, young children have been exploring their different heights at school. With the help of the childminder, they create their own wall chart where they regularly measure themselves and their friends.

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	EY299419
Local authority	Hertfordshire
Inspection number	10368420
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	4 to 15
Total number of places	6
Number of children on roll	11
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2004. She provides after-school care for children from 3pm to 6pm, Monday to Thursday, during term time. She also provides occasional care during school holidays. The childminder holds an appropriate childcare qualification at level 4.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters and by speaking to several parents during the inspection.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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