

Childminder report

Inspection date:

26 February 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. The childminder does not have processes in place to monitor any accidents children may have while in her care. Neither does she keep a record of medication administered to children. The childminder has failed to implement an appropriate safeguarding policy and does not support the safe and effective practice of assistants. This is with particular regard to the use of mobile phones within her setting.

The childminder demonstrates insufficient understanding of how children learn best. She does not always provide children with appropriate learning opportunities that build on what they already know and can do. This results in children losing interest and does not support them in making good progress. Furthermore, this lack of knowledge does not allow the childminder to monitor and evaluate the practice of assistants effectively.

The childminder does not promote children's behaviour and emotional well-being in age-appropriate ways. Disputes over toys are not resolved effectively. When children become upset, the childminder provides comfort by giving them bottles of milk. This does not support children to understand and regulate their emotions and the resulting behaviour.

Despite this, children have a close relationship with their childminder. They regularly cuddle up with her to sing songs and read books. The childminder interacts well with children during play. She sits with children exploring activities and provides them with praise for their efforts.

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

- Safeguarding arrangements are weak. The childminder has not implemented an appropriate safeguarding policy that explains how she will keep children safe. She does not record any accidents that occur while children are in her care or document medication that she administers to children. The childminder and any assistants do, however, complete appropriate safeguarding training. They demonstrate a good understanding of the signs and symptoms that could indicate if a child is at risk from harm.
- The childminder does not manage children's behaviour appropriately. Children struggle to take turns and play cooperatively. On occasion, this results in children having tantrums and creates a chaotic environment. The childminder does not support children to explore their emotions and the impact the resulting behaviours have on others. Instead, she consoles them and gives into their demands as a means to diffuse the situation.
- Although the childminder monitors children's progress, she does not

demonstrate an appropriate understanding of how to support their development further. Learning opportunities do not always build on what children know and can do. For example, children are not yet confident in holding pens correctly, yet the childminder discusses how she encourages them to form letters and numbers in books.

- The childminder does not evaluate the care she provides. She demonstrates a limited understanding of the early years foundation stage learning and development requirements. This lack of knowledge means she is unable to plan a curriculum that supports children to make good progress across all areas of learning.
- The childminder does not monitor the care and teaching assistants provide. Methods of coaching and ongoing support are not effective. For example, the verbal feedback that the childminder gives does not raise the standard of assistants' interactions with children during activities. This means children are not supported to engage well in activities and develop a positive attitude to their learning.
- Parents report that their children enjoy the time they spend with the childminder. They comment on the close and affectionate bonds children form with her and assistants. Parents state that the childminder is approachable and provides support for the whole family. However, the childminder does not always put the development needs of children first when working with families.
- The childminder interacts with children in a positive way. She provides them with praise, where appropriate, and engages them in conversations about their interests.
- The childminder provides interesting experiences outside of the home. Children enjoy regular visits to indoor play centres and local farms. The childminder encourages children to recall these trips during activities. For example, in a recent trip to the farm children observed lambs being born. Back in the childminder's home they create their own masks in the shape of sheep.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement an effective safeguarding policy in line with local safeguarding partner's guidance and requirements	02/04/2025
keep a written record of any medicine that is administered to children	02/04/2025
maintain written records of accidents or injuries children sustain	02/04/2025
develop and implement a curriculum that clearly identifies what individual children need to learn, provides appropriate challenge and supports all children to make good progress	02/04/2025
access professional development opportunities to improve knowledge of how children learn	02/04/2025
establish appropriate and effective behaviour management strategies that support children to understand their emotions and the impact the resulting behaviours have on others	02/04/2025
establish appropriate arrangements for the supervision of assistants that supports their practice and promotes the interests of children	02/04/2025
establish effective partnerships with parents that swiftly address learning and development concerns and supports children to be well prepared for their next stage of learning.	02/04/2025

Setting details

Unique reference number	EY305174
Local authority	Hertfordshire
Inspection number	10372253
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 2
Total number of places	12
Number of children on roll	4
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2005 and lives in Potters Bar, Hertfordshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She offers funded early education for children aged nine months to four years of age.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector looked at a sample of relevant documents, including policies and procedures.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector observed the interactions between the childminder, her assistant and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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