

Childminder report

Inspection date: 20 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this warm and vibrant setting. They form close bonds with the childminder, helping them to feel safe and secure. The childminder provides a varied curriculum that supports children's learning and development well.

Children's creativity and imagination are well supported through role play. The childminder listens to children's interests and responds by providing requested resources, such as dolls and accessories, allowing them to engage in meaningful pretend play. Children become engrossed in dressing dolls and pushing them up and down in pushchairs. Babies explore the environment with confidence, pulling themselves up to cruise around furniture, building strength in their legs. They explore a range of technology-based toys, which promotes understanding of cause and effect, as they press buttons and watch lights flash.

Children's voices are highly valued within the setting. The childminder actively seeks the views of older children through surveys and open discussions, ensuring they have opportunities to contribute to decision-making. Younger children are given choices in their play promoting their independence and supporting positive engagement. The childminder acts as a positive role model, helping children to share resources and be mindful of babies in the setting. This helps children to behave well.

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

- Children are familiar with routines. They become excited as they engage enthusiastically in music and movement activities, expressing themselves through dance and responding to changes in tempo. Children confidently respond to cues, such as tidy-up time, signalled through the childminder singing. They demonstrate their independence by taking responsibility for their environment, using dustpans and brushes to clear up after activities. Children show a good understanding of self-care routines. They confidently recall why they need to wash their hands, understanding the importance of removing germs to prevent illness.
- The childminder provides practical, interactive activities to promote oral hygiene, using toothbrushes and toothpaste. Children learn that brushing their teeth helps prevent cavities. The childminder extends learning by discussing visits to the dentist and shares her own experiences, helping children relate to real-life scenarios. However, during these activities the childminder is sometimes distracted by tasks, such as tidying away toys, which leads to children losing engagement, reducing opportunities to extend their learning even further.
- Regular outings and community experiences enrich the children's learning. They

participate in trips to the museum, story time sessions at the library, and nature walks where they collect seasonal materials. Visits to local parks and activities such as puddle jumping and feeding the ducks contribute to children's physical development and understanding of the world.

- Parents speak highly of the childminder and the care she provides. The childminder keeps parents up to date with their child's progress through daily diaries and they are invited to provide their own input, promoting a two-way flow of communication. The childminder also shares children's next steps and supports parents, providing advice through key transitions, such as potty training.
- Early literacy and communication skills are promoted through mark-making activities, where children develop fine motor control and early writing skills. Older children take pride in writing their names and eagerly share their achievements. Story times are interactive, with the childminder encouraging engagement through questioning. At times, she does not always include all the children during these activities, which means they do not fully benefit from the experiences.
- The childminder demonstrates a proactive approach to identifying and supporting children with any gaps in their development. She conducts assessments and engages with parents to discuss any concerns. Where necessary, she signposts families to external agencies such as speech and language services. The childminder implements interventions to support children's speech. For example, she uses books, flashcards, and speech repetition during play.
- The childminder is committed to her professional development, ensuring her mandatory training is up to date. She actively engages with a network of local childminders, attending joint training sessions, including first aid, and participating in social events. The childminder is reflective in her practice, gathering parent feedback through surveys to enhance her provision.

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:

- review the organisation of activities to minimise distractions, supporting children's engagement and extending learning opportunities
- consider ways to adapt the curriculum so that younger children can participate in all activities.

Setting details

Unique reference number	EY330122
Local authority	Hertfordshire
Inspection number	10368629
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 March 2019

Information about this early years setting

The childminder registered in 2006 and lives in Stevenage. She operates Tuesdays to Thursdays from 7am to 5pm, and Fridays from 9am to 3.30pm all year round, apart from personal holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for eligible children.

Information about this inspection

Inspector
Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The inspector talked to the childminder at appropriate times during the inspection and took account of parents written views.
- The children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder, and a selection of other records.

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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