

Childminder report

Inspection date: 4 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form strong friendships and enjoy their time playing and learning in the childminder's care. They name their peers they see in photos the childminder takes during the many outings and activities she plans for children. They enthusiastically recall memories from the events and where the photographs were taken, helping them reflect on the facts and information that influence their future learning. The nurturing childminder creates a calm environment in which children access a well-planned curriculum. The childminder's ethos reflects her passion for literature, nature and artistic creativity. In turn, children foster, for example, a love for books, aiding their acquisition of skills in language and communication.

Children behave well. From a young age, the childminder supports them to manage their emotions and behaviours. She reassures them that they will have a turn with the toys and resources, helping to promote positive attitudes towards sharing and respecting others. The childminder carefully selects the amount of equipment readily available at any time to help encourage cooperation and taking turns. This contributes to children's good personal development. By the time children leave to go to school or nursery, they are confident and considerate individuals who are eager to learn on their own and in a group.

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

- The childminder follows children's interests to help create a curriculum that reflects what each child needs to know and understand next. For example, children show an interest in animals. The childminder reads a story about different quantities of baby animals. She encourages children to find different ways of representing the corresponding number with their fingers. Older children quickly use the fingers on both of their hands to show the matching number, while the youngest children strengthen their finger and hand dexterity by raising and dropping different fingers. The rhyming story and featured creatures help to maintain children's focus and motivation to continue.
- Children are enthusiastic. For example, they are curious to find out what happens when they mix different colours of paint together. The childminder skilfully plans an activity that requires children to work out how to create the colour brown to represent the centres of sunflowers. Children concentrate for long periods of time while they compare the colour they produce to the living flowers they can see. This helps to demonstrate children's positive attitudes towards learning.
- The childminder makes good use of the local woods, open spaces and organised groups to help enhance her curriculum. For example, in the woods, children collect sticks and stones. They carefully arrange their items in an orderly pattern and count how many objects they have collected. The childminder emphasises

mathematical language to help children develop an awareness of concepts and skills. This contributes to the good progress children make.

- Partnerships with parents are good. The childminder spends time with new children and their parents before their first day in her provision. Parents describe what their children can already do and understand, helping the childminder to plan a suitable curriculum for them. The childminder pays attention to children's dietary needs. This helps to ensure that she and any assistants she works with have a comprehensive awareness of any foods and textures children have yet to experience or that are harmful to the child. Knowledge around daily routines and feeding practices contributes to the safe care and education of children.
- The childminder ensures that she and any assistants refresh and develop their professional knowledge and understanding. They share good practice they gather through training, networking and reading, helping to provide consistently good quality care and education.
- The childminder provides a good balance between planned adult-led activities and children's self-chosen play and explorations. She recognises the importance of allowing children to play and experiment on their own and with their peers. This helps to support children's personal, social and emotional development. However, when the childminder does join in children's self-initiated activities, there are some times when she misses opportunities to add sufficient challenge to help drive learning to the next level.

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:

- provide even more challenge to children's self-initiated play and exploration to help optimise learning.

Setting details

Unique reference number	EY344604
Local authority	Hertfordshire
Inspection number	10398470
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	10
Date of previous inspection	24 October 2019

Information about this early years setting

The childminder registered in 2007 and lives in Welwyn Garden City. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. An assistant works with the childminder on a part-time basis. The childminder provides government-funded early education for all eligible children.

Information about this inspection

Inspector
Katrina Rodden

Inspection activities

- The childminder described her curriculum to the inspector, highlighting how it relates to the children's progress.
- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector watched a planned activity that the childminder carried out. She assessed the impact of the quality of teaching she observed and discussed this with the childminder.
- A range of documents was seen by the inspector, including the evidence of the checks of suitability for adults associated with the provision.
- The inspector read letters written by parents and carers sent to her for the inspection. She took their views into consideration.

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