

# Childminder report

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Inspection date: 24 February 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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

## What is it like to attend this early years setting?

### The provision is good

Children settle well in this calm and nurturing setting. The childminder provides a rich and engaging learning environment where children develop key skills through play. Sensory activities, such as playing with dough, support children's fine motor development as they squeeze and manipulate the material. The childminder extends children's learning by introducing tools for mark-making and encourages them to observe and describe the patterns they create. The childminder ensures that children's interests are reflected in the environment. For example, children with an interest in cars have access to relevant resources that support positive engagement and helps to build on their learning and development.

The childminder provides warmth and reassurance to children in the setting. Children seek comfort in her presence, as the childminder fosters a nurturing environment where they feel secure. She encourages cooperative play, helping children learn to share and take turns. For example, children learn to take turns as they post counters into a grid. Children have clear boundaries and listen to instructions, helping them to behave well. The childminder provides plenty of praise and rewards, such as using stickers, to celebrate children's achievements. This motivates children and helps to build on their self-esteem and confidence.

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

- Independence is well promoted throughout the setting. The childminder role models self-care routines, such as wiping noses, and encourages children to take ownership of tasks such as selecting toys and washing their hands to prepare for lunch. Children confidently access their lunch boxes, drink from cups, and remove their shoes, helping them to develop essential self-care skills they need for the next stage of their education.
- The childminder skilfully incorporates early mathematical concepts into play. As children line up vehicles, she encourages counting and introduces size comparisons, noticing the children have made a 'long' line of vehicles and a 'short' line. This helps them develop a deeper understanding of numbers and measurement.
- Children's safety is a priority in the setting. The childminder conducts daily risk assessments and checks to minimise hazards. The childminder helps children to understand risks. She promotes safe play by reminding children to be mindful of their surroundings and reducing risks such as tripping over toys and playing safely. Online safety is promoted through discussions and the use of age-appropriate books, helping children to understand when they might be at risk when using technology.
- Parents speak highly of the childminder, praising the wide range of activities she provides. The childminder shares updates and milestones and encourages

parents to share their own learning goals for their child, which she incorporates into her curriculum. However, the childminder has not considered more ways to support parents in extending their children's learning at home.

- The childminder supports children with special educational needs and/or disabilities. She actively monitors for any gaps in learning and development and collaborates with parents to seek advice from health professionals. Recognising the needs of children with speech and language delays, the childminder adapts her curriculum to place a strong emphasis on communication.
- Language development is embedded in daily activities. The childminder narrates play, introduces new vocabulary and models simple phrases to help children build their language skills. Through role-play in the play kitchen, children learn new words, such as 'plate' and 'waffle', repeating them to strengthen their communication. Books are also used effectively to support language with children engaging in counting and answering questions about stories.
- The childminder provides a broad range of experiences to support children's understanding of the world. Regular trips to parks, playgroups, farms, and museums enrich their learning and social experiences. Through networking with other childminders, children benefit from group activities that promote social development, helping children to form positive relationships with their peers.
- While the childminder supports children who speak English as an additional language by learning some key words from their home language, she does not always fully support children to learn about other cultures and heritage and celebrate these. This means children do not have as many opportunities to develop a deep sense of identity and understanding of what makes them unique.

## 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:**

- strengthen opportunities for parents to extend their children's learning at home
- gather more information about children's cultural background and heritage to help celebrate their individuality and further strengthen their sense of identity and belonging.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY353275                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10372071                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 1 April 2019                                                                      |

## Information about this early years setting

The childminder registered in 2007 and lives in Cheshunt. She operates all year round from 9am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a relevant early years level 3 qualification and provides funded early education for all 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 childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector spoke to parents and took account of written views from parents.
- 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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