

Childminder report

Inspection date: 14 January 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 a close relationship with the childminder and demonstrate that they feel secure in her care. They enjoy cosy story sessions cuddled up to their childminder and feel confident to discuss their feelings openly with her. Throughout the day, the childminder creates opportunities for children to explore their emotions and concerns. For example, children reflect on past experiences and how this made them feel. Furthermore, the childminder is aware of children's changing moods and the impact this may have on their learning. She ensures all her planned activities can be easily adapted. This supports children to remain engaged in meaningful play throughout their time at the setting.

The childminder places sharp focus on supporting children's social development. She provides opportunities for them to interact with adults and children within the local community. As a result, children are confident in new situations. They greet visitors enthusiastically and encourage them to join in their games and discussions. Children regularly attend structured group play sessions. These opportunities allow children to learn the importance of cooperative play and turn taking, all vital skills required for their next stage of learning.

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

- The childminder develops highly effective methods of monitoring children's progress. Her rigorous assessments of children's abilities enables her to develop a deep understanding of their individual learning needs. The childminder plans activities that meet these specific needs well. Her teaching is currently focused on supporting children to take turns and cooperate during play. She provides children with a wealth of activities that encourage these skills, such as role play and group games.
- Parent partnerships are strong. Information about children's routines and progress is shared regularly with families. Parents feel comfortable sharing their concerns about children with the childminder. They acknowledge how she is always willing to provide help and ideas to support them. For example, the childminder has introduced a range of fun activities focused on oral hygiene. This encourages children to understand the importance of brushing their teeth at home.
- Children are confident communicators, who engage well in discussions. The childminder supports this well by providing children with lots of opportunities to explore language in games and activities. For example, children complete puzzles identifying the sounds the different letters make. The childminder encourages children to then find objects in the environment with the same initial sound.
- The childminder is committed to enhancing the care and teaching she provides

for children. She embraces opportunities to extend her knowledge and skills by accessing online training courses and completing professional development programmes. The childminder seeks feedback from parents and other professionals. She acts on their recommendations and makes well considered changes to her practice. For example, she has strengthened her methods of monitoring children's development. This has allowed her to better support children in making good progress from their starting points. However, the same robust evaluation is not consistently used when planning a learning environment that provides appropriate challenge for the specific children attending.

- The childminder consistently provides opportunities for children to extend their knowledge during planned activities. For example, children are exploring the importance of brushing teeth. They use brushes to clean model teeth and learn about trips to the dentist. The childminder extends this to support children's understanding of healthy eating. Children explore the foods that are good for their teeth and those that could damage them and should be limited.
- Children are encouraged to explore age-appropriate mathematical concepts during all routines and activities. The childminder provides opportunities for children to count and identify numbers in the environment. Older children are encouraged to explore more complex mathematical concepts. For example, children discuss the features of shapes and practise positional language when completing puzzles.

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:

- ensure the environment provides children with a consistently rich set of opportunities that meet their specific learning needs.

Setting details

Unique reference number	EY355684
Local authority	Hertfordshire
Inspection number	10367589
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	3 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2007 and lives in Stevenage. She operates all year round, except for bank holidays and family holidays. On Monday, Wednesday and Thursday sessions are from 7.30am to 5.30pm. On Tuesday, sessions are from 7.30am to 6.30pm and on Friday 7.30am to 2.30pm. The childminder holds an early years qualification at level 3. She provides funded early years education for children aged nine months to four years.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- 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.

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