

Childminder report

Inspection date: 25 June 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 show secure attachments with staff, which fosters children's emotional well-being and positive behaviour. Some children struggle with new faces and emotional regulation. However they are supported by the childminder through patience and consistent care that promotes secure emotional bonds. The childminder demonstrates responsiveness to children's backgrounds and experiences, showing good knowledge of their individual starting points. She provides a nurturing, emotionally secure environment, helping children build confidence and feel safe. The childminder promotes development across all learning areas that is tailored to each child's readiness and needs.

Children are developing independence. They manage personal hygiene, putting on their shoes and making their snacks. They show high levels of confidence when making choices. Children behave well and respond positively to expectations. They are reminded gently of rules, such as sitting while eating, and they follow instructions. There is mutual respect between children and adults, and interactions are kind and collaborative. Peer support, such as helping younger children, illustrates a positive, inclusive environment.

Children radiate happiness and joy. They show interest in the exciting environments that have been prepared to meet their interests and fascinations. They play with friends, showing patience, cooperation and taking turns. The quality of education is strong, with thoughtful teaching, well-planned curriculum links and clear evidence of children's developmental progress. Children are enthusiastic, confident learners, thriving in a language-rich, supportive and stimulating environment.

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

- The curriculum has a strong intent to prioritise children's communication and language development. Regular storytelling, singing and naming objects help children build vocabulary and listening skills. The childminder introduces rich and interesting vocabulary as she narrates alongside children's play. Children are excited by language and communication. Younger children use their new words such as 'ribbit' with obvious enjoyment as they repeat the new sounds and hop like frogs.
- Learning experiences are well planned with a strong focus on children's interests and real-life experiences. The current topic, farm animals, is meaningfully embedded across all areas of learning, with children being exposed to related stories, songs and a planned visit to the farm. Children display high levels of engagement and curiosity. They explore with their senses, show initiative and express themselves confidently.
- Children enjoy using wheeled toys and rocking on the see-saw. Younger children

are supported to develop their strength and ability to walk. Children enjoy mark making and pour water and fill buckets with sand to develop their fine motor skills and strength.

- Children are developing a great sense of healthy lifestyles. They discuss their snacks and drink plenty of water. They wear their hats in the sun to shade them from the sun. Children are supported to become independent, promoting autonomy in a safe way, such as cutting their fruit for snack.
- Children are taught about safety and hygiene practice, showing understanding of routines, such as washing hands and sitting during meals. These routines promote self-care and safety. Older children support younger ones, demonstrating a nurturing approach.
- The childminder uses a balance of child-initiated and adult-guided learning. She models thinking and extends learning, such as adding counting to role play and using descriptive language in water play. However, on occasion, opportunities for deeper discussion and extension are not utilised. For example, when a child finds a ladybird in the garden or when children notice the clouds in the sky, these are not explored further by the childminder through critical thinking or additional research to extend children's knowledge.
- The childminder works collaboratively with the local nursery, where some children attend after her care. With parental permission, next steps in development are shared, helping ensure continuity and consistency between settings. This integrated approach supports both the social and care needs of the children.
- Feedback from parents clearly demonstrates a high level of satisfaction and confidence in the care and support provided by the childminder. Parents consistently express appreciation for the nurturing, professional and effective approach to their children's development and well-being.
- The childminder regularly discusses professional development with her assistants and holds frequent team meetings to review the provision and share good practice. There is a strong emphasis on ongoing training and development, both for the childminder and her assistants. The childminder is highly reflective in her practice, continuously seeking out new and innovative ways to enhance the provision. Critical reflection is a consistent theme in how she evaluates both her setting and her own practice.

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:

- enhance nature-based learning moments using opportunities outdoors, acting as co-researchers to build on spontaneous interests with open-ended questions to deepen understanding and critical thinking.

Setting details

Unique reference number	EY365884
Local authority	Hertfordshire
Inspection number	10388723
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 9
Total number of places	12
Number of children on roll	23
Date of previous inspection	24 July 2019

Information about this early years setting

The childminder registered in 2008 and lives in Hoddesdon, Hertfordshire. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and three assistants. She holds an early years qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The childminder showed the inspector the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder, her staff and the children.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- Parents shared their views of the setting, and the inspector took account of these.

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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