

Childminder report

Inspection date:

12 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The childminder is still improving the quality of her teaching to ensure that children make good progress in their learning. She spends time playing with, and talking to, the children. However, during these activities, she does not always successfully challenge children's learning. The childminder has made improvements since the last inspection. She prioritises children's safety, for example, by ensuring children sleep without any aids that may harm them.

The childminder has built strong bonds with the children. They follow the routines of the day, demonstrating they feel secure and ready to learn. The childminder helps children to develop a love of reading. Babies and children ask her to read. They snuggle on her lap to listen and look at the book. Babies handle books with care, knowing how to turn the pages and look at the pictures. The childminder promotes children's good behaviour well. She remains calm and helps babies and children to learn about taking turns and good manners. Older children ask for things politely and are kind to their friends. Children kick balls in the garden to practise their large coordination skills.

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

- The childminder has not embedded her curriculum sufficiently for children to make consistently good progress in all areas of learning. The childminder has attended training to develop her mandatory knowledge of safeguarding. She has increased her knowledge and provision of education since the last inspection and has taken advice and guidance willingly. However, she does not accurately reflect on her own practice and how she can improve the interactions between her and the children to help them make good progress.
- The childminder focuses the curriculum on key areas for the youngest children that she cares for, such as social development and overall well-being. She provides a caring and nurturing environment for them to learn in. This helps to give children a foundation of basic skills at a young age, ready to develop further.
- The childminder does not always include interesting or stimulating vocabulary and questions to inspire learning and support children's language development. Children engage well with the childminder and are keen to have a go at any activity. However, when children show interest, the childminder does not skilfully keep children engaged. For example, when children are feeling different textures, she encourages them to listen to the noise but does not describe the sound.
- The childminder knows the children well. She uses guidance to ensure she makes accurate assessments of children's development and identifies next steps in learning that are suitable for them. However, she is not as ambitious for the

most-able children. She does not build on what they already know and can do. This does not challenge and extend their learning effectively.

- Children are learning to be suitably independent for their age. The childminder encourages babies to take their shoes off. She offers them plenty of praise when they try hard. She talks to older children about moving on to the next setting to help them to understand what will happen.
- The childminder takes the children on outings to explore and learn about the wider world. She helps them to notice the changes in the seasons. They mix with other children at local groups to help develop their social skills.
- The childminder uses a play-based approach with the children. She sits with them while they paint using brushes and rollers, and models how to use the tools. Children express their creativity by mixing colours and making marks that have meaning to them.
- Parents are happy with the care the childminder provides for their children. There is a good amount of communication about daily activities. They receive regular updates about their child's learning.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
use what children know and can do to plan a challenging experience for each child in all areas of learning and development, including the most-able children	31/07/2025
ensure professional development opportunities focus on interactions between adults and children to help them make good progress in their learning	31/07/2025
ensure children's communication and language development are effectively extended to help them develop a wide range of vocabulary.	31/07/2025

Setting details

Unique reference number	EY387456
Local authority	Hertfordshire
Inspection number	10382346
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	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 December 2024

Information about this early years setting

The childminder registered in 2009 and lives in Stevenage. She operates all year round from 7.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for children aged nine months to four years.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of a spontaneous activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector read messages from parents and considered their views.
- Children talked with the inspector during the inspection.

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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