

Childminder report

Inspection date: 19 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 are happy and settled. They display a strong sense of belonging within the setting. Children form warm and trusting relationships with the childminder, which helps them feel safe, secure, and emotionally supported. The childminder is attentive to promoting positive social skills. She swiftly supports children when difficulties arise with sharing. The childminder uses calm and age-appropriate strategies to help them understand turn-taking and cooperation. This supports children to build good relationships and play alongside their peers well.

The childminder provides an effective curriculum that supports children's learning and development for the next stage of their education. Routines are well established and familiar to the children. During lunchtime, the childminder supports independence by involving them in setting the table with place mats and cutlery. Children practise and repeat key words, such as 'fork' reinforcing language development. This helps children to build on their skills in managing everyday tasks. Books are integral to children's learning. Children demonstrate a keen interest in literacy and enjoy accessing a range of books. They confidently turn pages and are curious when exploring interactive books. Children self-select a felt storybook and use it to engage in imaginative play. They use props to sequence familiar routines from the story, such as brushing teeth and bedtime for the babies.

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

- The childminder demonstrates a clear understanding of what children know and what they need to learn next. She plans effective learning opportunities to support children's progress. For example, physical development is promoted through action rhymes, such as 'Sleeping Bunnies'. The childminder uses animated movements and playful interactions, tickling children and encouraging them to hop like bunnies. Children respond with giggles and enthusiasm, clearly enjoying the shared experience with the childminder.
- The childminder supports children to build on their communication and language through a variety of strategies. She models new vocabulary, such as identifying the word 'crown' worn by a toy character, and encourages children to talk about what they see and do. The childminder asks children questions as they play. She does not always leave enough time for children to process the questions and respond, limiting their opportunity to build on their speaking skills.
- The childminder builds strong and effective partnerships with parents. She provides termly reports to keep parents up to date with their children's progress and includes suggestions on how to continue children's learning at home. Parents speak highly of the childminder, noting she is kind, warm, and genuinely committed to supporting each child's individual needs. They value the positive impact the childminder has on their children's learning and development.

- Mathematical concepts are thoughtfully woven into play. While interacting with toy farm animals, the childminder supports children to count. They use their fingers to represent numbers, and discuss size and comparison when selecting smaller animals to fit into a toy tractor. These meaningful interactions help embed early mathematical language and understanding.
- Children are consistently well supervised, and their safety and well-being are always a high priority. The childminder promotes children's understanding of safety effectively. Fire drills are practised to ensure that all children know what to do in the event of an emergency. The childminder uses age-appropriate strategies, such as singing songs, to help children understand how to respond. Regular discussions are held with children about road safety when they are out in the community, further supporting children's developing awareness of risk and how to keep themselves safe.
- The childminder has established links with other early years settings attended by children in her care. She liaises with these settings to gain insight into the curriculum, enabling her to extend and reinforce children's learning during their time with her. This helps to provide continuity in children's learning experiences across different settings.
- The childminder ensures that all mandatory training, such as safeguarding and first aid, remains up to date, and she uses various platforms to keep informed about sector updates. Although the childminder has identified further areas of training she wishes to pursue, she has not yet engaged in additional professional development to deepen her practice and build on her skills to further enhance children's learning and development.

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:

- allow children more time to process and respond to questions asked to give them more opportunity to develop their language skills
- continue to explore professional development opportunities to enhance skills and knowledge to support children's learning and development even further.

Setting details

Unique reference number	EY393764
Local authority	Hertfordshire
Inspection number	10398086
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hertford. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded education for 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 the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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