

Childminder report

Inspection date: 5 August 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

The childminder creates a warm and welcoming environment. Children are relaxed, confident and happy in her care. They make independent choices from a wide range of resources that embrace their individual interests and needs. The childminder knows the children she cares for very well. She naturally builds on their curiosity and engagement through warm interactions. Children benefit from a vast range of outings in the community that enrich the curriculum and contribute to children's good progress. For instance, they visit a local cathedral where they observe adult peregrine falcons tending to their chicks. The childminder builds on children's knowledge of growth as she shares webcam footage of the chicks developing over time. Children learn the meaning of fledging.

The childminder gives children time to solve problems independently. They persevere and experiment with different shaped blocks until they successfully build a space rocket that stays upright when they place a toy character on top as the astronaut. Children develop a concept of number and time as the childminder encourages them to count how many times they hear her cuckoo clock chime. The childminder has high expectations for the children. She arranges her home in a way that helps them understand the boundaries that keep them safe, so they can apply the same expectations when visiting other people's homes.

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

- The childminder plans a rich and varied curriculum that provides children with a solid foundation of key life skills to prepare them well for their transition to school. She gathers meaningful information from parents and uses her own ongoing observations to accurately assess children's development. This enables her to precisely identify what children need to learn next. For example, to strengthen children's fine motor skills in preparation for early writing, the childminder provides purposeful activities, such as using small tools and scissors to mould and cut dough. This helps children to develop the small muscles in their hands and coordination.
- The childminder promotes children's good health. Children enjoy nutritious meals provided by the childminder. They have ample daily opportunities to build on their physical abilities and learn to assess risk under the close supervision of the childminder. Children develop balance and strength as they climb hills and walk along fallen tree trunks.
- The childminder is enthusiastic and immediately gains children's attention as she reads to them. This motivates children to ask inquisitive questions and develop their love of books and literacy. At times, the childminder does not always provide children with a strong level of challenge to help build on what they know and can do, such as encouraging them to work out the answers to their

questions after she shares relevant information with them.

- The childminder places a strong emphasis on supporting children to be respectful and well-mannered individuals. Children show a strong sense of responsibility to care for their learning environment. For instance, they tidy away the resources they have finished playing with and eagerly help the childminder to sweep up after their creative play so that the environment remains clean and safe for all children.
- Overall, the childminder supports children to build on their communication and language. Weekly visits to sing-and-sign sessions help children to express their needs. The childminder speaks clearly to children, sensitively repeating what they say to support their correct pronunciation. She introduces children to new words and their meaning, such as 'insidious' and 'dormant', as they observe seasonal changes in plants at the local park. However, the childminder has not yet fully considered how to support children who speak English as an additional language to use their home language to enhance their speaking skills.
- Partnerships with parents are strong. The childminder keeps them well informed about their child's experiences and achievements through regular verbal updates, as well as photos and information shared through an online platform and app. She also provides parents with details about relevant local events and invites them to borrow books to continue children's enjoyment of books at home. Parents hold the childminder in high regard. They describe her as 'an important part of their support network'.
- The childminder is dedicated to her professional development. She completes training that is relevant and best supports the children in her care. The childminder has recently completed a recognised government funded programme. This has enhanced her practice in teaching mathematics within children's chosen play. The childminder has established close relationships with other early years professionals. This proves highly effective in sharing best 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:

- strengthen practice to provide children with a greater level of challenge
- enhance opportunities for children to hear and use their home language.

Setting details

Unique reference number	EY399363
Local authority	Hertfordshire
Inspection number	10399341
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in St Albans. She operates from 7.30am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 6. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder and inspector carried out a joint evaluation of an activity, and they discussed their findings.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents and other professionals through written feedback provided.

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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