

# Childminder report

---

Inspection date:

11 September 2025

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

Teaching remains weak. Babies and children do not receive the education to which they are entitled. The childminder has undertaken professional development but has not implemented it effectively to improve the quality of teaching. The childminder and her assistants do not plan or implement a curriculum that supports children to make good progress in their learning. In particular, babies are not offered experiences that nurture and build on their natural curiosity. Furthermore, the childminder and her assistants do not consistently handle babies and young children with respect. For example, they pick them up without children being aware of what is happening. This fails to nurture their emotional development and communication skills.

Teaching does not match children's abilities. This means children are not challenged to learn beyond what they already know. For example, when children can ably assemble a model bird, the childminder fails to recognise how she can extend these skills and learning. Children are also asked repeated questions to test their knowledge of colours. This does not help children develop a meaningful understanding of a range of concepts or vocabulary. The childminder and her assistants do not follow children's interests. The childminder and her assistants direct the babies away from their play rather than encourage them to explore in a safe and fun way. For example, when babies eat sand, they are made to play indoors. This stifles their natural curiosity and exploratory impulses.

That said, children enjoy playing with the available resources in the setting. Young children play next to each other and older children talk to their friends as they paint. They tell each other their paintings are 'beautiful'.

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

- The childminder has not evaluated her practice robustly. She has undertaken some training, but has not implemented new practices well. Although the childminder understands how children learn and is aware of children's general developmental stages, she does not use this knowledge to deliver meaningful activities. This means that children's learning and progress are not supported well for the next stage of their education.
- The childminder and her assistants do not communicate with children prior to handling them. They pick up babies and children from behind and move them around the home without first speaking to them, and with little explanation. This does not show respect to children or support their emotional development. Additionally, this approach fails to effectively support babies' early communication skills.
- There is limited opportunity for children to develop their communication and

language skills to a good level. While the childminder and her assistants talk to children, this is often while standing above them. Conversation is mundane. Children do not hear a wide range of interesting words. Older children talk about the pond at their home. However, the childminder and her assistants do not have the skills to extend the discussion in an interesting way. Children initiate spontaneous singing. However, the childminder does not use these opportunities to support children's language skills further.

- The childminder does not allow babies to explore to their satisfaction and develop their curiosity. For example, she feeds babies and does not follow their interests to engage them in learning for longer periods of time. There is no focus to some activities. Consequently, children do not learn new things above and beyond what they already know.
- The childminder does not ensure that the curriculum is challenging, inspiring or meets the needs of children. While she undertakes regular assessments, she does not ensure that learning opportunities are planned and implemented that build on children's prior learning. The childminder understands what children's next steps in learning are, and shares this information with parents, but does not organise experiences that mean children make good progress towards these.
- The childminder makes a range of food from fresh, home-grown ingredients. She encourages children to try new foods. This helps to nourish their bodies.
- The childminder gives older children some opportunities to help them to become independent. For example, they persevere to put on their own shoes.
- The childminder has met some of the actions set at the last inspection. She has suitable accident forms in place to record any incident that occurs and report to parents. Both the childminder and her assistants have undertaken training, which has enabled them to gain an improved knowledge of safeguarding matters.

## 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?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                      |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ensure that all staff handle young children respectfully and appropriately to help children understand what will happen next and nurture their emotional development | 06/10/2025 |
| ensure professional development opportunities help staff to develop their teaching skills and practice to improve the educational outcomes for children.             | 06/10/2025 |

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

|                                                                                                                                                                                      | <b>Due date</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| plan and implement a challenging and enjoyable learning curriculum, that supports all children to build on what they already know and can do to make good progress in their learning | 31/12/2025      |
| consider children's stages of development, interests and preferred ways to learn and adapt activities accordingly to maintain children's curiosity, with particular regard to babies | 31/12/2025      |
| improve interactions which children to ensure that they hear and learn to use a wide range of language.                                                                              | 31/12/2025      |

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY401471                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10410161                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 6                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 27 May 2025                                                                       |

## Information about this early years setting

The childminder registered in 2009. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides government funded places for all eligible children.

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector reviewed several written testimonials from parents during the inspection and considered their views.
- The inspector and childminder evaluated an activity together and its impact on children's learning.
- The childminder provided the inspector with a sample of key documentation, including accident forms, suitability checks and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder, her assistant and the children at appropriate times throughout 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025