

Childminder report

Inspection date: 27 May 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder shows insufficient knowledge of her responsibility to meet the requirements of the early years foundation stage. She does not demonstrate a robust understanding of child protection issues or how to address safeguarding concerns appropriately. Additionally, the childminder fails to keep written records of children's injuries. This compromises children's safety and welfare.

Curriculum planning is weak, and activities are not well matched to children's development needs to support their learning. The childminder does not monitor children's progress, which means her teaching does not consistently build on what children already know and can do. This does not support children to make good progress from their starting points. The childminder does not implement appropriate strategies that support children to manage their emotions and learn to regulate their behaviour. Some children take toys off their friends and have emotional outbursts when they do not get their own way. The childminder does not support them effectively to learn about appropriate behaviour and gives in to their demands.

Despite this, children enjoy their time in the setting and demonstrate that they feel comfortable in the childminder's care. They confidently explore the environment and become engaged in activities that reflect their varied interests. For example, children create models and shapes using cutters and modelling dough.

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

- The childminder demonstrates insufficient knowledge of how to deal with safeguarding concerns appropriately. She shows a poor understanding of safeguarding concerns such as the 'Prevent' duty. In addition, the childminder does not ensure that any assistants she works with have a good knowledge of safeguarding or what to do if they are concerned about a child. The childminder does not keep a written record of any accidents that occur while children are in her care. This means children's welfare is not assured.
- The childminder does not manage children's behaviour effectively. On occasion, children snatch toys off one another and demand objects. This results in them becoming distressed if their requests are not met immediately. The childminder does not ensure that children understand about appropriate behaviour or support them to explore their emotions and the impact their behaviour has on others. Instead, she gives in to their demands, and disputes are not always resolved appropriately and fairly.
- Although the childminder completes essential assessments of children's development, her ongoing monitoring of children's progress is weak. She does not demonstrate an accurate and detailed knowledge of children's learning

needs. The childminder's curriculum and planning does not build on what children already know and can do. For example, during activities, the childminder does not routinely extend her teaching beyond encouraging children to identify the shapes and colours of objects.

- The childminder does not have appropriate arrangements in place to support the practice of her assistants. She does not monitor practice sufficiently to identify gaps in their knowledge and skills or support them to undertake appropriate training and professional development opportunities. This means children do not benefit from a good-quality learning experience that continually improves.
- The childminder does not review or evaluate the educational provision she offers or identify the weaknesses in her practice. She does not demonstrate a robust understanding of the early years foundation stage learning and development requirements. Consequently, she is not able to develop and implement a curriculum that supports children to make good progress across all areas of learning.
- Mealtime routines are sociable and mirror those that children may experience at school. Children sit at tables with the childminder and her assistants, discussing the nutritious home-cooked meals they enjoy. Children explore healthy eating further on visits to the allotment, where they grow fruits and vegetables.
- Children have a close relationship with their childminder and enjoy the time they spend in her care. On arrival, older children rush into her arms and chat enthusiastically about their weekend before joining their friends in play. Babies are soothed by her presence, cuddling up to her to enjoy their bottles and when tired.
- Feedback from parents is positive. They report that their children enjoy the time they spend with the childminder and the play experiences she provides. Parents appreciate the flexible care the childminder offers and the communication they receive about children's time in the setting.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:

	Due date
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complete an appropriate child protection course to improve knowledge and understanding of safeguarding that helps keep children safe from harm	25/06/2025
provide appropriate support and guidance to assistants to ensure they have an up-to-date knowledge of safeguarding issues	25/06/2025
maintain written records of any accidents or injuries that children sustain while being cared for	25/06/2025
access professional development opportunities to improve skills and knowledge of how children learn and how to provide good-quality teaching	01/09/2025
support assistants to undertake appropriate training and professional development opportunities to develop their knowledge and understanding of how children learn	01/09/2025
establish appropriate and effective behaviour management strategies that support children to understand their emotions and impact the resulting behaviours has on others	25/06/2025
develop and implement a curriculum that clearly identifies what individual children need to learn and offers appropriate challenge to help them make good progress	01/09/2025
obtain an accurate understanding of each child's level of achievement, interests and learning styles and use the information to plan learning experiences that are tailored to meet each child's needs.	01/09/2025

Setting details

Unique reference number	EY401471
Local authority	Hertfordshire
Inspection number	10398223
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 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 October 2019

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

Antonia Campbell

Inspection activities

- The inspector looked at a sample of relevant documents, including policies and procedures.
- The inspector considered the views of parents by reviewing feedback letters.
- The inspector observed the interactions between the childminder, assistant and children during activities.
- The inspector observed the quality of teaching to assess the impact on the children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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