

Childminder report

Inspection date: 28 April 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are settled and content. They enjoy their time with this welcoming childminder, chattering and laughing together as they play. Children quickly build secure relationships with the childminder, naturally involving her in their play and returning to her for reassurance whenever needed. Children reflect the childminder's enthusiastic, positive attitude and her high expectations for their learning. They become engrossed as they explore different textures of hay and dry cereal and are excited when they find hidden toy animals and printed pictures. They persevere as they check that they have collected all of the pictures of tractors, stating which one is the biggest.

The childminder supports children well in understanding and managing their behaviour. They show a mature approach to this, for example, as they share resources and willingly help one another to find shoes before going outside. Gentle, ongoing explanations from the childminder support children well in understanding how to keep themselves and others safe. For instance, children explain why they do not climb up the slide, and wait patiently for other children to slide down before taking their turn. Similarly, good daily practice and discussions aid children in understanding the relevance of healthy lifestyles, such as the importance of a balanced diet.

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

- Children make good progress and are well prepared for the move to school or nursery. The childminder uses her experience and her observations of children to monitor the progress they are making. She then plans further play experiences to aid children in taking the next logical steps in their learning. The childminder frequently reviews each child's development, offering appropriate support when needed to ensure that no child falls behind in their learning.
- The childminder conscientiously reviews her practice and implements improvements. She completes further training and exchanges professional information with other childminders, helping her to keep up to date with any changes and develop her practice. For example, having completed training in promoting children's literacy skills, the childminder now offers them further creative opportunities to make marks and develop early writing skills.
- The childminder speaks clearly with children. She offers them many opportunities, such as singing, reading and playing simple card games, to learn new vocabulary and practise their communication skills. Older children confidently use their language skills. For example, they hold up toy animals and purposely state the wrong sounds, laughing when they see the childminder's reactions.
- Easy access to a wide variety of books aids children in developing an enjoyment

of reading. The childminder reads animatedly, capturing children's attention. They become engrossed and enjoy identifying the characters and determining their emotions. The childminder uses specific topics, such as celebrating festivals, to help children understand that books can be used to research facts and information.

- Children develop a sense of belonging and gain a good knowledge of their community as they use local facilities, such as farms, playgroups and parks. Regular outings, for example, to a nearby aviation museum, support them in understanding national and international events and give them an insight into the lives and experiences of others.
- Children enjoy many opportunities to develop their physical skills. For example, they develop their smaller hand muscles and hand-eye coordination as they use large tweezers to pick up pom-poms, carefully transferring these to bowls. They develop balance and control as they use ride-on toys and climb the steps to the raised playhouse.
- Children thoroughly enjoy participating in both spontaneous and planned play and these opportunities are usually of a very good quality. However, on occasion, the childminder does not make the best use of chances to extend children's play and learning to the very optimum.
- Parents praise the childminder and highlight the wide variety of activities the children enjoy and the 'home-from-home environment'. They note that the childminder communicates well with them, enabling them to understand what their children have been learning and build on this at home.

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:

- enhance the opportunities that support children in extending their play and learning to the optimum, for example, through helping them to build fully on their ideas and creative thinking.

Setting details

Unique reference number	EY405218
Local authority	Hertfordshire
Inspection number	10290502
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Royston. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities inside and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector talked with children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025