

Childminder report

Inspection date: 19 August 2025

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the childminder's exceptional care and learning environment. They confidently explore and enjoy spending time with the childminder and their friends. The childminder is highly skilled and understands the importance of reading with children to develop their communication and language. Children show deep interest in books and like to narrate stories they hear. The childminder role models how to read books to develop children's communication. As a result, the childminder builds strong foundations for children, to increase their vocabulary and spark a love for learning.

Children become highly inquisitive about the world around them. They plant their own sunflowers and like to investigate how they grow. The childminder encourages children to deeply engage with their ideas to extend their learning. Children have formed secure connections with the childminder and one another.

The childminder places a strong emphasis on children's self-care habits. Children independently put on their coats and confidently use the bathroom. The childminder builds awareness on health and well-being and teaches children how to take care of themselves. As a result, this helps children to make links to what they have learned, to put into daily practice. Children demonstrate kindness and cooperation in their play. As a result, children have exceptional behaviour and know what is expected of them, creating meaningful bonds.

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

- The childminder has designed a curriculum to effectively build on children's starting points. She prioritises children's communication and language through a love of reading. She role models to children how to read by creating a book club. Children choose their own books from a wide variety of diverse books. The childminder exposes children to new words and encourages ways to describe characters they read about. For example, children learn that 'super worm' is super long and super strong. This helps to develop children's vocabulary.
- The childminder expertly introduces mathematical concepts in children's play. Children learn to eagerly count in order. The childminder extends learning into grouping objects together, creating problem solving opportunities. Children use language such as 'more' and 'less' when counting seeds. The childminder skilfully builds on children's understanding of early mathematical language and numbers.
- The childminder creates positive partnerships with parents. She prioritises regular communication to share information about the learning and care children receive. Parents comment that the efforts made to update them are valuable and this makes them feel fully involved. They appreciate the opportunities that children experience outdoors, and the trips made to the local library. As a result,

parents share that children have made excellent progress.

- Children eagerly play outdoors. They show deep interest in basketball and learn how to move the ball in many ways. Children develop physical skills to throw and bounce, learning to take turns. The childminder supports children with carrying out responsibilities in their play. For example, when children are finished with resources, they take part in tidying up. This supports children to develop a positive sense of self and respect.
- The childminder is passionate that children learn about a variety of cultures. She takes children to visit play groups to have new experiences. Children learn about the world around them and are exposed to a diverse society. As a result, the childminder supports children with a secure understanding of culture and fundamental British values.
- The childminder celebrates children's achievements. She fosters children's sense of pride through positive affirmations and sharing successes with parents. This helps children to build confidence and praise one another.
- The childminder is committed to her own professional development. She networks with other professionals to reflect on practice and make continuous improvements. She is passionate about enhancing her own provision and has taken part in wide range of training. She particularly focuses on topics such as communication and language and early intervention. This demonstrates a positive attitude to enhancing her knowledge and maintaining high-quality teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY422519
Local authority	Hertfordshire
Inspection number	10398936
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in St. Albans. She operates all year round from 7.45am to 5pm on Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Courtney McAllister

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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E: enquiries@ofsted.gov.uk
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