

Childminder report

Inspection date:

17 July 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	Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an exceptionally warm environment that supports all children to feel safe and secure in her nurturing care. Children form incredibly close relationships with one another and their childminder, who has a deep understanding of their unique personalities and early experiences. Children demonstrate kindness and empathy for their friends, ensuring they have their favourite-coloured cups at mealtimes and offer affection and support when they identify that other children may be tired or feeling sad.

Children are critical thinkers who demonstrate immense curiosity when exploring the many exciting activities that the childminder provides. They examine their different heights when creating towers with blocks and discuss the different quantities of candles they need to put on the pretend birthday cakes they create with role-play resources. In the secure garden area, children explore how to use the vast array of sports equipment safely. The childminder skilfully introduces discussions and role-play scenarios to support children's understanding of their personal safety.

Children are very well prepared for their next stage of learning. They have an optimistic approach to their change in environments because the childminder is a good role model. She demonstrates exceptional enthusiasm and encourages this same positive attitude in children. She takes every opportunity to explore all the wonderful experiences children will have in their new environments and talks with them enthusiastically about their new teachers.

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

- Children are confident and skilled communicators. The childminder provides children with exceptional opportunities to develop new vocabulary and practise their already strong language skills. She exposes them to new and unusual words at every opportunity and engages them in discussions around their interests and observations. For example, while reading *The Very Hungry Caterpillar* story, children learn new words for certain foods and explore which of the foods are 'sour', 'bitter', 'sweet' and 'savoury'.
- The childminder seizes every opportunity to support children's learning around their choice of activities. Furthermore, she adapts her teaching exceptionally well in these unplanned situations in order to promote children's individual needs. For example, when children find coloured hoops, the childminder encourages them to develop coordination by attempting to throw them over cones. Those children who are more able, are encouraged to make more precise movements by matching the hoops with the corresponding coloured cones.
- Children talk with immense pride and confidence about what makes them

unique. For example, during meal and snack times, children talk about their specific diets and why they cannot eat certain foods. Furthermore, these diversities are celebrated among their friends who discuss with enthusiasm the various foods that they can all enjoy together. Throughout the day, children explore photographs of past experiences and chat fondly about their friends who have left, their memories of them and why they were special to them.

- Relationships with other settings children attend are exceptional and provide a fluid and consistent approach to promoting children's development. Essential assessments are completed in partnership with one another to provide a consistent understanding of children's strengths and next steps. Ongoing robust communication means that children benefit from highly collaborative teaching strategies that support them to make very strong progress.
- Parent partnerships are very strong, respectful and place children's interests as a priority. Communication is exceptional, with families and the childminder sharing honest and detailed information about children's experiences. The childminder shares her extensive knowledge, and signposts parents to pertinent advice and information forums. This allows them to better promote their children's learning at home. Parents are highly complimentary about the childminder, the 'rich and varied' experiences she provides, and how these create 'precious memories' for the whole family.
- The childminder is highly evaluative about the care she provides as well as her own skills and knowledge. She embraces opportunities to access additional training that targets the specific needs of children who attend. This allows her to develop and share strategies to support their strong progress. The childminder seeks out pertinent information regarding local initiatives, including those around child-protection and learning and development issues, sharing her findings with families and implementing them in her practice.

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	EY433269
Local authority	Hertfordshire
Inspection number	10399153
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in Mill End, Rickmansworth. She operates from 8am to 6pm, Monday to Thursday during school term time. The childminder holds an appropriate qualification at level 3 and provides government-funded places for all eligible children.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on 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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