

Childminder report

Inspection date: 31 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children's interests are at the heart of the childminder's practice. She is observant of children's current fascinations and uses this as a focus for her teaching. Children are displaying a particular interest in farm animals. The childminder provides a variety of resources to promote all aspects of children's development around this theme. For example, children explore language in books and enjoy sensory and craft activities based on animals. They discuss the trips they take to their local farm with their childminder and the different animals they get to see there.

The childminder provides opportunities for children to be independent and develop the essential skills required for their next stage of learning. Her patience and nurturing support mean that children are confident and excited to develop new skills. For example, the childminder demonstrates how children can put their shoes on and off. She offers children support and provides them with plenty of time to practise while offering them an abundance of praise for their efforts.

Children behave well and are beginning to resolve disputes in play independently. The childminder is consistent in the boundaries she has in place to support children's understanding of taking turns and sharing. Her nurturing and sensitive approach means children understand the impact their behaviours have on their friends. Children demonstrate empathy for one another. They comfort their friends, giving them reassuring cuddles when tired or upset.

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

- The childminder monitors children's progress closely. This enables her to develop a good understanding of children's individual needs and interests. She uses this knowledge to plan an exciting learning environment. The childminder understands children learn best when engaged in play opportunities that are centred around their interests. For example, the childminder encourages children to take turns and play cooperatively during an ice-cream role-play activity.
- Children are developing a good understanding of keeping themselves safe. They are learning to manage risks well in their play and understand the impact hazards may have on themselves and others. For example, children know to climb steps carefully and shuffle down them on their bottoms. They navigate play equipment, understanding their limits and knowing when to hold on to steady themselves.
- The childminder plans activities that support the different learning needs of children. For example, in a farm sensory activity, older children explore the names of the animals they find. Younger children enjoy feeling the textures of the grass and explore the noises the animals make. However, on occasion, the childminder can focus her attention and strong teaching on specific individual

children rather than across the group.

- The childminder is committed to enhancing her teaching skills and promote better outcomes for the specific children who attend her setting. She undertakes additional training courses to support her current practice. For example, the childminder has recently completed training around supporting babies and younger children, acknowledging the change in the ages of children in her care.
- The childminder explains how developing children's language skills is central to her curriculum. She understands how communicating effectively will promote children's behaviour and support them in their next stage of learning. The childminder delivers this teaching well in planned activities where she role models new words and introduces songs at every opportunity. However, during some routines and sessions of free play, discussions are limited, and children are not exposed to rich opportunities to develop their vocabulary further.
- Relationships with parents are respectful and demonstrate a collaborative approach to children's development. The childminder keeps parents well informed about children's routines and progress. She provides advice and ideas on how to further support children's learning at home. Parents are complimentary about the care the childminder provides. They comment on the homely, warm environment she creates. Parents acknowledge how this supports children to settle well and enjoy their time with their childminder.
- The childminder has a good understanding of children's early experiences and the impact this may have on their development. She considers this well when providing resources and planning learning opportunities. For example, she has recently enhanced outdoor play opportunities in her home, allowing children to further develop their physical skills.

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:

- identify ways to better support the learning needs of all children in group activities, specifically those who are less outgoing
- embrace every opportunity to further enhance children's communication skills by creating a language rich environment where children are exposed to new vocabulary at every opportunity.

Setting details

Unique reference number	EY449417
Local authority	Hertfordshire
Inspection number	10380448
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2012 and lives in Welwyn Garden City, Hertfordshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months to four years old.

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 the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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