

Childminder report

Inspection date: 9 July 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	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

The childminder works closely with her assistants to create exciting indoor and outdoor learning environments that children enjoy exploring. Children become absorbed in a vast array of sensory activities, such as water, ice, sand and dough. The childminder and assistants promote children's language, mathematical and physical development well around these experiences. Children's interests are at the heart of the childminder's practice. She embraces opportunities to develop children's knowledge based on their fascinations. For example, when children choose to explore the musical instruments, she swiftly organises a group song-time activity. Children are encouraged to practise their language skills and show off their physical abilities, joining in action songs.

Children are confident and proud of their achievements and growing knowledge. The childminder seizes opportunities for children to recall previous exciting experiences. She understands how this promotes children's self-esteem and allows her to identify ways to further promote children's learning. For example, when children find a caterpillar in the garden, she encourages them to reflect on what they learned during a previous topic. Children create a habitat for their caterpillar, provide it with appropriate food and name it. They regularly check on 'Lucy' their caterpillar to make sure she is safe, and they proudly show her off to visitors.

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

- Since her previous inspection, the childminder has worked hard to develop a robust curriculum that she and her assistants implement well throughout the day. The childminder places a sharp focus on preparing children well for their next stage of learning. She provides them with opportunities to develop and perfect skills that will enable them to settle well in their new environment. As a result, children demonstrate confidence in new situations and are learning how to manage tasks and care routines independently.
- Children's safety is paramount. The childminder creates a safe environment that considers the needs and ages of all children present. She has developed robust processes to monitor and document accidents and the administration of medication. Children demonstrate increasing independence by helping themselves to fresh water, which is available throughout the day. They understand why this is essential in hot weather and, as such, are developing strategies to keep themselves safe.
- The childminder and her assistants adapt their teaching during activities very well to support the differing needs of children. During an ice excavation activity, young children grasp chunky bottles of warm water to pour onto and melt the ice and release the plastic animals. Older children are encouraged to make more precise movements by filling pipettes with water and identifying letters and

numbers that emerge from the ice. On occasion, however, these exciting group activities are not always organised sufficiently to encourage all children to engage confidently.

- The childminder is committed to enhancing her knowledge and skills and those of her assistants. She embraces opportunities to complete additional training and actively seeks out ways to evaluate the care she provides. The childminder forms close partnerships with other early years settings to share best practice. For example, a recent visit to an outdoor-based setting has enabled the childminder to reflect on and improve the experiences she provides for children in her own outdoor learning environment.
- Children generally behave well and are aware of boundaries and expectations while in the childminders care. They are helpful towards one another, passing their friends drinks and working as a team to tidy away after play. On occasion, when young children display challenging behaviour, the childminder and her assistants are not consistent in the support they provide to promote children's understanding of appropriate behaviour.
- Relationships with parents are strong and supportive. The childminder provides parents with regular verbal and written feedback. Essential assessments of children's progress are completed to a very high standard and provide parents with ideas on how to support children's development further at home. The childminder encourages parents to visit her setting for social events and celebrations. This provides them with a deeper insight into children's daily experiences and how these support their learning.

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:

- develop consistent and age-appropriate strategies that further support young children's understanding of appropriate behaviours
- enhance the organisation of group activities to further support the engagement of all children, specifically those who are less outgoing.

Setting details

Unique reference number	EY477332
Local authority	Hertfordshire
Inspection number	10391552
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	12
Number of children on roll	9
Date of previous inspection	23 January 2025

Information about this early years setting

The childminder registered in 2014, lives in Kings Langley, Hertfordshire, and works with assistants. She operates all year round from 7.15am to 5.30pm on Monday to Thursday, and from 7.15 to 4pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers 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, assistants 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.

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