

Childminder report

Inspection date:

23 January 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her staff continue to embed the planned curriculum. However, on occasions, they overlook opportunities to build on children's interests and progress their development. For example, when babies show an interest in a range of sensory resources, the childminder does not always support their curiosity or talk to them as they play. Therefore, the best use of learning opportunities is not always made at these times.

Nevertheless, children demonstrate that they feel safe and happy to attend. The childminder supports children to manage their emotions and form friendships with their peers. She shows older children how to safely use scissors to cut paper. Children copy snipping the edge of paper. They persevere, and older children learn to write the letters in their name. The childminder and her staff provide dough and a variety of materials for the children to explore and use their imagination. Children make pretend snowmen, demonstrating their physical and hand-eye coordination skills as they carefully place twigs on their snowman to represent arms.

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

- The childminder demonstrates an enthusiastic approach to her childminding, including a willingness to make further improvements. However, the childminder and her staff do not always use every opportunity to motivate children's engagement in their play to build on what they know and can already do.
- The organisation of routines, including the availability of resources in the childminder's living room, are not always effective. For example, babies are expected to sit in their highchairs for some time before they are served their lunch. Additionally, older children begin to wander around the room, and on occasions, their behaviour deteriorates. For example, children quarrel over a book, resulting in a page becoming torn.
- The childminder demonstrates a sound understanding of children's dietary requirements, preferences and food allergies. Mealtimes are social occasions. Babies are spoon fed, and older children show appropriate table manners. However, on the day of the inspection, fresh drinking water was not consistently accessible to enable older children to have a drink if they were thirsty or offered to babies.
- The childminder and her staff have completed paediatric first-aid training. The childminder gains written permission from parents to administer medication. However, she has not kept a written record each time medicine has been administered to a child. This is a legal requirement.
- Children develop relationships with the childminder and her staff. Older children ask for help, and babies are comforted as they settle for their sleep. Children develop their sense of responsibility and independence. They help tidy away the

resources and learn to wash their hands after using the toilet and before meals.

- The childminder broadens children's range of experiences by taking them on outings in the local community. For example, children learn about wild animals during visits to the farm and access books at the local library. Additionally, children have opportunities to be physically active on apparatus at the park and visit a local ski centre to observe artificial snow.
- The childminder and her staff introduce language such as 'wibble, wobble' as babies make a wobbly snowman move, and share story books with the children. Additionally, children learn a range of rhymes and especially enjoy those with actions, such as the 'sleeping bunnies' rhyme. Their enjoyment is enhanced because they are provided with musical instruments, such as shakers.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve and embed the implementation of the curriculum, including interactions with the children, to ensure all children receive consistently meaningful learning experiences that build on what they already know and can do	28/03/2025
ensure fresh drinking water is accessible to children at all times	30/01/2025
ensure a written record of medication is kept each time it is administered to a child.	30/01/2025

To further improve the quality of the early years provision, the provider should:

- review the organisation of routines and the accessibility of resources to better support children's individual needs and learning outcomes.

Setting details

Unique reference number	EY477332
Local authority	Hertfordshire
Inspection number	10381697
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 December 2019

Information about this early years setting

The childminder registered in 2014 and lives in Kings Langley, Hertfordshire, and works with assistants. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded places for childcare.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector observed children taking part in activities with the childminder and her assistant and assessed the impact on children's learning.
- The childminder, her assistant and the children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, household members and her assistants.
- The inspector took account of the views of parents from written feedback provided at the inspection and by speaking to a parent.

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

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