

Childminder report

Inspection date: 30 January 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 show that they are happy and feel safe in the nurturing care of the childminder. They confidently move around her home and warmly welcome the childminder's interactions in their play. Children form close positive bonds with the childminder. They enjoy her kind cuddles as they become tired. The childminder understands children's individual learning needs and provides opportunities for children to build on what they already know and can do. This helps children make good progress from their starting points. Children are articulate communicators at a young age. This is because the childminder prioritises children's communication and language skills. She consistently adapts how she talks to children according to their level of understanding and repeats words back to children correctly to support their correct pronunciation of words. Children eagerly request their favourite songs and confidently sing along while performing the actions.

The childminder is a positive role model and has high expectations of children. Her praise and high-fives for children's achievements supports them to have a positive attitude to learning. Therefore, children show high levels of perseverance. For instance, they safely use a knife and persist in cutting up their own fruit for snack. Children demonstrate a strong sense of belonging and responsibility as they help the childminder to clear away. Children are creative. They enjoy selecting their preferred media to make marks on paper and special boards. The childminder uses this opportunity to embrace their early interest in letter sounds.

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

- The childminder uses her frequent observations of children's development and works in partnership with parents to find out what children know and can do. She uses this information well to inform a sequenced curriculum that embraces children's interests and precisely identifies what children need to learn next. The childminder conducts regular assessments to swiftly identify and address any gaps in children's progress.
- Children develop a strong understanding of what contributes to good health. The childminder talks to children about the importance of 'catching a cough' and consistently supports them to follow a good hygiene routine. Children are physically active and develop good strength and stamina. They carefully balance on raised stepping stones indoors and have a wonderful time bouncing on the trampoline outdoors. The childminder challenges children to move their body in different ways. Children persevere to complete star jumps on the trampoline and laugh with delight as they master this new skill.
- The childminder is committed to her role. She is a member of a childcare organisation where she reads professional publications and completes regular training to continue to build on her skills and knowledge. Recent training has

increased her understanding of identifying patterns in children's play. As a result, she adjusts her planning and interactions with children to fully incorporate these approaches, ensuring they effectively support their progress.

- The childminder has established very strong partnerships with parents. She keeps them fully informed of children's time with her. The childminder invites parents to borrow resources and books to continue to support children's learning at home. Parents describe the childminder as 'calm' and 'trustworthy', where her 'home is a loving and welcoming environment'. However, the childminder is not as successful in developing working partnerships with other settings that children attend. This means that children's continuity of learning is not fully supported.
- Children benefit from many different outings with the childminder that helps to broaden their experiences and develop their understanding of people in the wider community. For instance, they visit a farm supported by individuals with identified learning needs and discover what goats and sheep need to thrive. They also experience feeding these animals.
- The childminder uses actions songs and books to encourage children's counting skills. Outdoors children have a wonderful time dispensing different quantities of water into a watering can and various sized containers. However, the childminder does not use opportunities as they arise to introduce mathematical language to extend children's mathematical skills further.
- The childminder takes children to organised groups and regularly meets with other childminders and the children they care for. This helps children to develop good social skills as they learn to mix with larger groups of children. The childminder supports children to swiftly learn the boundaries in place to respect each other and her pet dogs. She calmly reminds children to use their kind hands during minor disagreements with each other. The childminder introduces children to the language of feelings. This helps children to understand the impact of their actions on others.

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 partnerships with other settings that children attend to promote continuity in children's learning and development
- build on opportunities that arise during everyday routines and play experiences to enhance children's understanding of mathematics.

Setting details

Unique reference number	EY486376
Local authority	Hertfordshire
Inspection number	10368427
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 9
Total number of places	6
Number of children on roll	19
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2015 and lives in Dane End. She operates from 7am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents and school head teacher through written feedback provided.

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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