

Childminder report

Inspection date: 2 September 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, settled, and transition smoothly into the childminder's care. They quickly engage in play and demonstrate high levels of confidence and independence. The childminder provides a wide range of toys and resources at child height, enabling children to make independent choices in their play. This supports their decision-making skills and promotes a sense of ownership over their learning.

Children benefit from rich opportunities to develop their understanding of the world. For example, during farm-themed activities, they talk about where animals live, and the noises they make. Children enjoy exploring farm animal puzzles, learning to rotate the pieces. The childminder extends learning by linking play to real life, such as talking about how to care for her cats and visiting the vets. This helps children to learn about empathy and kindness towards animals.

The childminder promotes positive behaviour and supports children's personal, social, and emotional development effectively. She is a good role model, treating children with respect and offering warm praise that builds their self-esteem and confidence. House rules help children understand expectations and boundaries. Children use good manners, share and take turns. As a result, children behave well, listen attentively, and form positive relationships. They develop a strong sense of belonging through familiar routines and shared experiences.

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

- The childminder promotes children's communication and language effectively. She uses books to inspire discussion, shares stories regularly, and encourages younger children to explore pictures and turn pages. Through repetition of words, and animal sounds, younger children build on their vocabulary. Older children are articulate and benefit from detailed, attentive responses to their questions from the childminder. This helps them to feel heard and valued.
- Children enjoy regular access to outdoor play, which promotes their physical development and well-being. They confidently use slides, seesaws, and ride-along toys, building strength, balance, and coordination. The childminder models safe play and helps children learn to assess risks for themselves, such as, how to climb the slide safely.
- The childminder is responsive to children's interests, which sustains their engagement. For example, when children explore sand and water, she joins in with their play and provides more water on children's request. Children are curious and absorbed as they test ideas, such as, making potions and investigate dripping water. These experiences promote problem-solving and critical thinking. However, at times the childminder does not fully adapt her interactions or

provide additional resources to offer sufficient stretch and challenge for older, more capable children.

- Children develop their independence through daily routines. Younger children are supported sensitively. For example, they find their own shoes when preparing to play outside and wash their hands before snack. Mealtime routines are used as opportunities to encourage healthy habits. The childminder ensures that children are monitored safely as they eat.
- Children enjoy a wide range of experiences beyond the childminder's home. They take part in regular trips to local parks and the library. In addition, they visit local woods where children enjoy climbing trees, and experience the natural environment. These outings extend children's knowledge of the wider world and provide rich opportunities for learning.
- Parents speak highly of the childminder and the quality of care she provides. She provides regular updates to ensure parents are informed about their child's progress and experiences. She shares ideas and tips for learning at home. However, the childminder does not always gather detailed information about children's starting points from parents. This means she is not always able to plan as precisely as possible from the outset.
- The childminder has a positive attitude towards professional development and continually seeks to enhance her skills and practice. She keeps her mandatory training up to date and has completed a range of training. These include a recent course on outdoor learning, which has inspired her to extend children's learning opportunities in natural environments. She engages with a variety of online networks to access further guidance and support to keep her knowledge current and up to date.

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:

- consider ways to adapt and extend activities to ensure older children make the best possible progress in their learning and development
- gather more focused information about children's starting points when they first join, to help build more effectively on what children already know and can do.

Setting details

Unique reference number	EY546664
Local authority	Hertfordshire
Inspection number	10399738
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	11
Date of previous inspection	12 December 2019

Information about this early years setting

The childminder registered in 2017 and lives in Hatfield. She operates Monday to Friday from 7.30am to 5.30pm, all year round, apart from personal holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation, such as, evidence of the suitability of the childminder and a selection of other records.

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