

Childminder report

Inspection date: 23 July 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

The childminder provides a warm and welcoming home-from-home, where children show that they feel safe, secure and settled in her care. Children benefit from a broad and balanced curriculum that provides rich, first-hand experiences. The childminder plans opportunities for children to explore their local community and the wider world. For example, when children visit the local park to find oak tree leaves, they build their knowledge of the natural world. The childminder skilfully extends children's learning by discussing the wildlife that may live in the tree, such as birds and insects, and the natural cycle of growth and decay. These meaningful experiences help children to deepen their curiosity and build important knowledge about the environment.

Older children strengthen their physical skills and large muscles through daily walks to playgroups, the local library, markets and shops. Younger children build their core strength by playing active games, such as 'stand up, sit down'. Children behave well. When minor incidents occur, the childminder responds quickly using clear and consistent reminders of her expectations. She gently reminds children about sharing and playing together and takes time to explain why they need to consider their actions. As a result, older children show real concern and consideration for each other and for the younger children.

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

- The childminder knows the children well. She plans a well thought through curriculum that considers the children's starting points when they come to her and what their next steps will be. When the children first arrive, the childminder gathers detailed information about their routines, needs and what they like to do. She plans activities based around their interests and takes time to get to know them before planning activities to support their next steps.
- The childminder promotes independence from an early age. Younger children learn to feed themselves and drink independently. Older children use a knife to butter their own toast and cut it in half. The childminder discusses knife safety with them, helping them understand how to use it correctly. Older children also use the bathroom on their own and wash and dry their hands.
- The childminder is a good role model. She has high expectations of children's behaviour. Consequently, their behaviour and manners are good. Children listen to her kind and gentle guidance and follow her rules. People in the local community often praise the children for how well they behave when out and about. The childminder also helps children talk about their feelings. She reads stories and uses props so children can show how they feel at different times.
- There is a strong focus on developing children's communication and language skills. The childminder engages children in regular, meaningful conversations

about what they are doing and what they plan to do next. Together, they reflect on past experiences and talk about previous learning and activities. Children show a genuine enjoyment of stories, books and songs, often asking to hear their favourites. The childminder introduces new vocabulary effectively and models language well. However, she sometimes misses opportunities to correct mispronunciations, which can lead children to learn incorrect language.

- The childminder keeps up to date with training and attends a variety of courses to improve her own practice. She works well with other professionals, including other childminders. She also talks regularly with the key person at the nursery some children go to, making sure the children's care and learning remains consistent.
- Parents are extremely complimentary about the nurture and support their children receive from the childminder. They like that the children learn about the wider world and go out into the community every day. They also appreciate how well the childminder helps their children learn to stay safe and know what to do in an emergency.

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:

- help children to learn the correct pronunciation of words to support their early speaking skills.

Setting details

Unique reference number	130418
Local authority	Hertfordshire
Inspection number	10394427
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	6
Date of previous inspection	3 September 2019

Information about this early years setting

The childminder registered in 1993 and lives in Watford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lorraine Terris

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents.
- The inspector observed the interactions between the childminder and the 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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