

Childminder report

Inspection date: 11 August 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 are settled, confident and comfortable in the setting. They form strong bonds with the childminder, which supports their sense of security and well-being. The childminder acts as a positive role model. She actively plays alongside children to support their learning and development and provides consistent praise. Children demonstrate strong social skills and kindness towards the childminder.

The childminder skilfully uses children's interests to plan inviting and engaging learning experiences. Children become immersed in ice play which delivers rich, multi-sensory play opportunities that promotes exploration and problem-solving. The childminder provides a variety of shaped ice blocks, tools as well as warm and cold water. Children talk about the textures they can feel, they use descriptive language, such as 'bumpy' and 'smooth', as they run their fingers over the ice. The childminder encourages scientific thinking and prediction, as children explore what happens to the ice when they add it to warm water.

Learning is continually extended as the childminder adds further resources to the activity, such as food colouring and paints. Children look in amazement as the water changes colour. They begin to add different colours together, exploring colour mixing. Children show high levels of concentration and engagement as they play, learn and explore.

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

- The childminder is highly experienced and shows a good understanding of how children learn. She establishes the learning needs and interests of children and provides a rich and varied curriculum to support and extend their learning. Observations support the childminder to plan effective next steps for children which help them to make good progress in their learning and development.
- Settling-in procedures are carefully planned and child-focused. The childminder gathers detailed information from children's families prior to them starting. This including allergies, medication needs and personal preferences which enables a smooth and safe transition. She offers flexible settling-in sessions, allowing children to gradually build confidence and become familiar with the environment.
- Rhymes and songs are consistently used. Children sing along to familiar nursery rhymes and recall the alphabet song with confidence, demonstrating good language skills. The childminder has a range of literacy resources, such as books. These are available for children to freely access. However, the childminder does not always encourage children to access these or use them to support and develop children's interest in stories to support further learning.
- The childminder provides valuable community-based learning opportunities, such as trips on buses, visits to local cafés, playgroups and parks. This supports

children to develop social skills and confidence in new environments. Children engage in activities, such as harvesting fruit from the garden and feeding the birds. This helps to promote an appreciation of nature, care for living things and practical life skills. Together, these experiences broaden children's knowledge and deepen their understanding of the world around them.

- Snack routines are well established. Children independently washing their hands, select and preparing their fruit. This supports their self-care and independence. The childminder encourages discussion about healthy foods, explaining how different foods affect their bodies, such as how vegetables help them to grow 'big and strong'.
- The childminder has established effective links with local schools. This contributes to smooth transitions when children move on to the next stage of their education. She shares reports with schools and liaises with teachers to provide them with a comprehensive understanding of each child's learning journey.
- Parents speak highly of the childminder. They describe her as professional, conscientious and diligent, while also being kind and caring. They value the detailed updates they receive about their children's progress. Parents feel the childminder has significantly supported their children's speech, confidence and social interactions.
- The childminder reflects regularly on her service. She holds discussions with parents and makes adaptations where necessary to meet children's and families' needs effectively. She shows a dedicated commitment to her professional development and attends regular training. These include, enriching the learning environment, supporting children's play and safer eating. This enables the childminder to keep her knowledge current and continually develop her skills to ensure that children have the very best outcomes.

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:

- review the use of books within the curriculum to support children's interests, extend their learning and develop a love for reading.

Setting details

Unique reference number	140284
Local authority	Hertfordshire
Inspection number	10398333
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	2 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 1997 and lives in Hemel Hempstead. 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.

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