

Childminder report

Inspection date: 22 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and thrive in the childminder's care and they have trusting relationships with her. They introduce themselves when the inspector arrives and are happy in her presence. This demonstrates how safe the children feel at the home. The nurturing childminder values children as individuals. The childminder demonstrates a secure knowledge of what each child can do and identifies what she wants them to learn next. She offers challenge to extend their learning and gives support through role modelling. Children follow the childminder and repeat back to her what they have seen. This helps build children's confidence. The childminder gathers detailed starting points information from parents and uses this to plan meaningful next steps. As a result, all children make good progress.

Children behave well. The childminder fosters cooperative behaviour and supports children to share and take turns. The childminder joins children in play when more support is needed. The childminder helps children become more independent and take responsibility for their self-care, such as washing hands before meals and helping to tidy away resources. This reflects their growing understanding of the rules and boundaries established in the setting.

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

- The quality of teaching is good. The experienced childminder has a sound knowledge of how children learn. Children demonstrate curiosity and an eagerness to try new things. They have established close and trusting bonds with the childminder and make good progress in their learning while having fun. Children are inquisitive learners and enjoy spending long periods of time at activities.
- Children learn about some aspects of diversity in the world they live in. For instance, the childminder takes them on visits around the local area, and they meet people from different walks of life. However, she does not always create opportunities that help to develop their awareness of different faiths, cultures and traditions.
- Children are given plenty of opportunities for physical play. Outdoor experiences promote their competence in climbing, balancing and movement. When out in the local area, children enjoy exploring the local woodland area. They climb over tree roots, bending down to look at the different minibeasts they can see. The childminder is aware of the importance of developing children's fine motor skills from a young age. For example, she introduces a coloured stick posting game to encourage the younger children to pick small objects, using their thumb and finger.
- The childminder places a strong focus on supporting children's language development. She speaks clearly and sensitively, repeating words to support

children's correct pronunciation. The childminder narrates children's play. This allows them to hear language continuously throughout their day. The childminder enjoys reading stories to children, developing their love of books.

- The childminder understands the importance of sharing information with parents. She offers ways for them to support their children at home. However, the childminder does not consistently share information with other providers, when children move settings, to support this transition.
- Children are exposed to a wide range of mathematical terms from a young age. The childminder talks to the children about the weight of parcels as they collect a package. Later, the childminder talks about the different shaped objects children post into a box. This brings their mathematics learning to life.
- The childminder acts as a positive role model to help children manage their strong feelings. For instance, she offers them comfort and positive reassurance when they feel upset. This helps children to feel secure and develop the ability to regulate their own emotions. The childminder encourages children to take turns with the resources. This promotes respectful interactions.
- The childminder offers children a nutritious range of snacks to help promote a healthy diet. She works closely with parents to ensure that children have healthy lunch boxes. Parents comment on the work the childminder has done to support fussy eaters.

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:

- provide richer experiences for younger children to learn about the wider world and gain awareness of the differences in cultures and faiths
- enhance partnership working with the settings that children move on to that helps ensure a smooth transition and provides continuity in children's learning and development.

Setting details

Unique reference number	2698433
Local authority	Hertfordshire
Inspection number	10392375
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in 2023 and lives in Berkhamsted. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder and the inspector completed a learning walk together of all the areas of the setting and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at reviews from the parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of suitability of the childminder.
- The inspector spoke with the childminder at appropriate times to gather information about the setting.

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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