

Childminder report

Inspection date: 29 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and content at this setting. They are nicely settled and enjoy a day filled with exciting and inspirational activities. Children receive warmth and affection from the kind childminder with whom they have formed a very strong relationship. The childminder creates a very stimulating environment. She carefully considers children's needs, abilities and interests when planning a wide selection of activities, using creative teaching methods to extend their learning. The childminder creates a very clear and ambitious curriculum. This is well sequenced to allow for children's previously acquired knowledge to be fully consolidated. As a result, children make remarkable and rapid progress in their learning.

The childminder radiates calm and kindness. She has very high expectations of children and they follow the setting's routines and boundaries with confidence and ease. The childminder is very attentive and intuitive of children's needs. She offers them cuddles and reassurance when distressed. The childminder also guides children through sharing and turn taking with their peers, modelling and demonstrating this effectively. Children quickly become positive and independent learners which positively contributes to their emotional development.

The childminder recognises and praises children for their efforts. She encourages them to persevere when challenges occur and uses precise language such as 'push it down'. This helps children develop their problem-solving skills.

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

- The childminder is very skilled and knowledgeable. She has very robust understanding of children's learning and development. The childminder completes observations and progress assessments that she shares with the parents. She also completes next steps in children's learning that she reviews at regular intervals. The childminder also has knowledge and understanding of when to involve other professionals in children's education to better support them to make progress.
- The childminder is very inspirational and offers children the opportunity to make their own choices. For example, when children display an interest in mark making, she encourages them to use the large chalk to make marks on a blackboard. The childminder demonstrates how to draw lines and circles and children are eager and enthusiastic to have a go too. This further develops their fine motor skills and creativity.
- The childminder is an excellent role model. She creates a very language-rich environment to promote effective communication and language at her setting. The childminder continuously introduces new words in children's learning, such

as 'pipettes', 'forwards' and 'backwards'. She repeats the words and uses visuals and clear explanations for the children to securely embed the new vocabulary.

- The childminder prompts children to embrace a healthy and active lifestyle. In the garden, children are excited to operate the seesaw and slides to further develop their gross motor skills, balance and coordination, with the help and support from the nurturing childminder. Children also enjoy exploring the water tray. The skilled childminder teaches them and demonstrates how to fill cups and jugs, to then pour through a narrow pipe. As the children concentrate intently to pour, the childminder encourages them to also listen for the sounds the water makes as it travels down. This supports children to use all their senses to enhance their learning experiences.
- Children are fascinated by books and develop a passion for reading from very young age. They choose their favourite book about a bear and listen with enthusiasm ready to open the flaps to reveal new characters. The childminder guides children to observe all the characters and their features and introduces new words, such as 'mole' and 'frog'. Children quickly point at the bear and make bear noises, smiling with joy and satisfaction. At the end of the story, children thoroughly enjoy singing a nursery rhyme about some frogs, while dancing to the rhythm of the song. This also supports children's understanding of the world and imagination.
- The childminder is very ambitious and reflective. She is determined to upskill and gain more knowledge to continuously offer all children the best start to their early education. She is committed and passionate about providing children with great and fascinating learning and social experiences. The childminder comments that the relationships with the parents are based on honesty and transparency. She offers them flexibility and involves them in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2710336
Local authority	Hertfordshire
Inspection number	10380341
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022. She lives in Welwyn Garden City, Hertfordshire. The childminder operates her service term time only from 8.30am to 4.30pm on Tuesday and Wednesday, and from 8.30am to 11.30am on Thursday. The childminder holds a relevant level 3 early years qualification and a Post Graduate Certificate in Education.

Information about this inspection

Inspector

Anca Sandu

Inspection activities

- The childminder showed the inspector around the setting. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, and assessed the impact this has on children's learning.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the childminder. She looked at relevant documentation and reviewed evidence of suitability to work with 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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