

Childminder report

Inspection date: 29 May 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

The childminder creates a purposeful learning environment, where children feel safe and welcome. As soon as they arrive, children feel at home and quickly adjust to the inviting atmosphere. Children eagerly explore a variety of activities that the childminder has thoughtfully prepared, allowing them to engage in play that matches their interests. Children are free to select equipment that interests them. This develops their independence and confidence. For example, children select playdough equipment to use, which enables them to build and make 'pizzas' and 'rockets'.

The childminder wants all children to achieve well. She monitors their progress closely. She promptly identifies if children may need extra support to reach their full potential. The childminder shows a strong understanding of how children learn and the importance of teaching new skills in manageable steps. For example, when focusing on children's social skills, she creates activities, which allow children to play, both with and alongside others. This encourages children to begin taking turns.

The childminder is a great role model. She is polite and encouraging when talking to children and explaining what she is doing. From a very young age, children learn to help with simple tasks and to cooperate with requests. They behave very well for their age.

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

- The childminder is very aware of the changing world in which children live, especially the increasing role of technology. The childminder shares stories with children which builds on their knowledge of online safety. Children have access to a range of cause and effect toys, which they enjoy exploring.
- The childminder's ongoing monitoring and assessment of children's progress helps to identify and narrow gaps in learning. Her passion for supporting children with special educational needs and/or disabilities to achieve as much as possible shines through. The childminder works with other providers which children attend to share knowledge and create consistency for children. As a result, all children make good progress from their starting points and thrive in her care. Referrals are completed in a timely manner and when needed, the childminder works closely with the local authority to support further children.
- Parents speak highly of the childminder and appreciate her support and advice. Parents commend the knowledge of the childminder and how happy and nurturing she is. The childminder provides parents with regular feedback on their children's learning, enabling parents to further build on this at home.
- The childminder plans a set of experiences that adds lots of breadth to children's

knowledge. She takes children out locally to help build on their knowledge of the local community. Children particularly enjoy going out on a bus. They explore local wildlife, learning about plants and flowers as they explore the local woodland. Children explore and learn about the spikes on the bottom of trees. This build children's interest in the world around them.

- The childminder has devised a curriculum that identifies the knowledge and skills she wants children to learn. She knows where children are developmentally and what they need to learn next. The childminder carefully considers what she wants children to learn from each activity, including outings. On occasion, the childminder does not build on the learning taking place during activities to ensure children benefit from the challenge that the learning opportunities offer.
- The childminder makes all children feel equally valued. She introduces them to some experiences that represent cultures beyond their own. Parents praise this. The childminder supports children's who speak English as an additional language well. She learns basic phrases to provide familiarity, particularly for the youngest children, and backs this up with English.
- The childminder is very committed to doing her job well. She seeks out professional development opportunities and reflects well on what she learns. The childminder works closely with other childminders to share ideas and practice. This also provides children with additional opportunities to develop their social skills. The childminder supports any assistants she works with to complete training to build on their knowledge and practice.

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:

- build on the already strong teaching to provide children with consistently high levels of challenge that helps them to build on what they already know and can do.

Setting details

Unique reference number	2711620
Local authority	Hertfordshire
Inspection number	10380737
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Hemel Hempstead. She works with an assistant. The childminder operates her service all year round, from 8am to 5pm, Monday to Friday, except for bank and family holidays. She offers government funded early education for all eligible children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable along with the aims and rationale for their early years curriculum.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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