

Childminder report

Inspection date: 1 September 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 provides a home-from-home environment where children have settled well. She places importance on gathering information to plan children's learning effectively. Children form secure relationships with the childminder and her assistant, engaging in chosen play. For example, children explore minibeasts and insects, using magnifying glasses. They look closely at what they look like and learn new words to develop their knowledge. This helps children to understand the world around them and become confident communicators.

The childminder enthusiastically reads to children and brings stories to life. This helps children to develop a love for reading and motivates their play. For example, children hold books together as they read aloud to one another and use their fingers to point at pictures. The childminder role models 'tidy-up time', and children know where toys and resources belong. Overall, they develop high levels of engagement when carrying out tasks and take pride in their abilities. The childminder supports children to become independent learners. The childminder has high expectation of children's behaviour. Children demonstrate how to wash their hands to clean germs away. This ensures children develop a 'can-do' attitude and practise essential self-care skills.

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

- The childminder has a good understanding of child development and provides a broad and balanced curriculum. She gathers information from parents to ensure she identifies children's starting points. Children benefit from a wide range of resources to support their learning. The childminder assesses children's development on an ongoing basis. This helps children to achieve their next steps in learning.
- The childminder is a positive role model. She has high expectations for children's behaviour. She teaches children to be kind to one another and turn take from an early age. Children ask one another for resources and kindly wait their turn to play. Children develop an understanding of the needs of others and happily play alongside one another.
- The childminder promotes communication and language. She listens to children as they express their ideas. She ensures that children hear a vast array of new words in their learning. For example, when children talk about a caterpillar's transformation, they learn about the 'chrysalis' stage. This helps children make connections in their learning and learn about life cycles.
- Overall, the childminder supports children to make transitions in the daily routine. The childminder prepares children with what is next throughout the day. However, some parts of the daily routine are not organised effectively to sustain children's engagement. For example, children lose focus between changes in

activities. Children can wait for a period of time and become disengaged in their learning.

- The childminder provides experiences to help children develop an understanding of shapes and colours. She takes into account children's likes and interests as she plans for their learning. Children like to explore puzzles and how to fit these into spaces. The childminder discusses ways children can problem solve and actively participates to give children praise. Children enjoy carrying out tasks and testing their ideas.
- Partnerships with parents are a strength. They share that the childminder's attention to care highlights the progress their children make in their development. Parents report that communication is excellent, and they make recommendations to the wider community. Furthermore, this helps build their confidence and them feel included in their child's journey.
- The childminder prioritises her professional development. She ensures she keeps up to date and relevant with new guidance and training. The childminder regularly evaluates her practice to identify areas of development. She is keen to build on her current knowledge and skills to enhance the quality of her provision. She prioritises her professional development to improve learning outcomes for children.

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 organisation of transitions to strengthen routines and better support children's engagement in their play and learning.

Setting details

Unique reference number	2733833
Local authority	Hertfordshire
Inspection number	10399527
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Hoddesdon. The childminder operates her practice from Monday to Friday, 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. She holds a relevant qualification at level 2.

Information about this inspection

Inspector

Courtney McAllister

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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