

# Childminder report

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Inspection date: 21 August 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children enjoy themselves while they spend time with the childminder. They make friends with their peers and welcome the childminder to join in their games and investigations. Children listen to the explanations the childminder gives them about words and phrases they do not recognise, helping them to build a wide and adventurous vocabulary. For example, when children are unsure of what a saucepan is, the childminder shows them the object, explaining what it is used for. By the time children move on to nursery or school, they are articulate, confident individuals.

Both the childminder and older children who attend the provision are excellent role models, consistently showing kindness and respect to others. This is reflected in younger children's good behaviour. The childminder gently supports very young children to begin to find ways to regulate their emotions. She encourages them to share and reassures them they will have a turn to play with the resources too. As a result, children quickly settle so that they are ready to learn and play in a harmonious environment.

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

- The childminder plans a strong curriculum that promotes children's learning, helping to prepare them emotionally, socially and personally for the next steps in their independent learning journeys. The childminder fosters an ethos to support children's well-being, helping children to feel ready to take on challenges to build on what they already know and can do. This contributes to children's good progress.
- Children have time to repeat and refine new skills. For example, during a craft activity, children enthusiastically take the opportunity to practise cutting with scissors. The childminder reminds them how to hold the scissors. Children concentrate and are proud of their success while they cut small pieces of tissue paper, persevering for a long period of time.
- The childminder creates imaginative themes, finding stories that relate to the topics to help foster children's love of books. Children are excited to find out about the activities the childminder has planned, which incorporates what children need to know and understand next in their learning. Children experience a good balance of adult-led and self-initiated play, allowing them to follow their own interests to help trigger even more learning. Children have a strong drive to learn, welcoming the good-quality teaching they receive from the childminder.
- Children are immersed in an environment that is filled with songs, rhymes and stories, helping to support their communication and language development. In addition, the childminder makes very good use of local attractions, organised groups and open spaces to help provide exciting and memorable experiences.

For example, children feed lambs at a local farm park and stomp in water at a local splash park. The childminder encourages children to recall what they have done and found out, helping to consolidate their learning.

- Partnerships with parents are good. The childminder maintains regular contact with parents to share information about children's progress. She ensures that she gathers relevant information about children's dietary needs, daily routines and any medical information she needs to know to help provide consistent and appropriate care to keep children safe and well.
- The childminder receives regular emails from the local authority to help ensure that she remains updated about any local or national changes in statutory policies and responsibilities. She networks with other local childminders to discuss good practice and to share ideas and information. This contributes to the childminder's continuing professional development. Courses, such as food safety, help the childminder reflect and, when necessary, amend her policies and procedures to continue to support children's well-being.
- The dedicated childminder is keen for children to learn. In her enthusiasm, there are times when the childminder quickly offers children solutions to problems encountered during their experiments. As a result, children's skills in thinking independently are not always optimised.

## **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:**

- encourage children to develop their own thinking skills to help them solve problems and find different ways of doing things.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY221950                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10398433                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 22 October 2019                                                                   |

## Information about this early years setting

The childminder registered in 2002 and lives in Tring. She operates from 7.45am to 6pm, on Mondays, Tuesdays and Thursdays, and between 3.15pm and 6pm on Wednesdays. The childminder operates all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The childminder described her ethos and curriculum to the inspector and linked these to the progress children make.
- The inspector observed activities in the childminder's home and garden. She spoke to children and the childminder at appropriate times throughout the inspection.
- The inspector and the childminder discussed how a specific activity supported children's learning.
- The inspector checked the evidence of the suitability of the childminder and other household members. She viewed other documents, including records of courses the childminder has attended.
- The inspector read a number of emails sent by parents. She took their views into consideration.

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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