

Childminder report

Inspection date: 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They find resources that interest them and concentrate for long periods of time. Children welcome the childminder to join their games and experiments and listen intently to her explanations and descriptions of what is happening. Children are immersed in rich language. The childminder carefully structures her sentences with new and exciting words for children to use to help extend their own vocabulary. If children are unsure of the meaning of a word, the childminder takes time to explain the definition in a way they understand. For example, the childminder gives examples to describe the meaning of 'twins'. By the time children move on to nursery or school, they are articulate and confident individuals.

Children are enthusiastic learners. They are keen to join in planned activities while also enjoying the time they spend initiating their own play and learning. Their positive attitudes extend to showing consideration and kindness towards others. The childminder introduces consistent rules and values that children quickly follow. From a young age, children understand they will get a turn with a popular toy or resource and begin to share when given gentle reminders by the childminder. This contributes to the very good behaviour children display.

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

- The childminder gives children time to practise and consolidate what they can already do and understand. For example, very young children are delighted when they manage to build a tower for themselves. They remember the order of numbers, saying 'one, two, three' while they construct their tower and laugh when it topples over.
- The childminder naturally uses words and phrases that begin to give meaning to mathematics in preparation for later learning. For example, the childminder introduces concepts of volume and size while children play with containers in the water tray.
- Regular trips to places, such as the local zoo, soft-play area and organised groups help children build on what they know and understand in memorable ways. Children recall what they saw in the museum, triggering new conversations and interests. Opportunities to meet more children of a similar age and stage of development in organised groups help children build their social skills and confidence. This contributes to the good progress children make.
- Children happily adopt skills and routines that promote healthy lifestyle choices and good hygiene. For example, from a young age they learn to wash their own hands. They begin to take a tissue from a box to carefully blow their own noses when they need to. The childminder talks to children about the food they eat, helping to promote their awareness of a healthy and nutritious diet.

- The ambitious childminder is motivated to continue to enhance her professional knowledge and skills. For example, since her last inspection she has successfully completed a recognised qualification at level 3. The childminder joins webinars and regularly networks with other local childminders. They share best practice and ideas together, helping the childminder to make continual refinements to her provision. This helps to demonstrate the childminder's high expectations of herself and children she cares for.
- Partnerships with parents are good. For example, when children first start in her care, the childminder finds out about what children like to do, their daily routines and any health-related information that she needs to know. The childminder maintains good communication through discussions and through a secure electronic application, helping her update parents about children's progress. The childminder values parent's views and considers the whole family, showing flexibility and understanding in times of need. This contributes to children's continued security and positive well-being.
- The childminder has established a clear sequence within her curriculum, which focuses on what each individual child needs to know and understand next in their learning journey. At times, the enthusiastic childminder does not give children enough time to think through their answers or solve problems for themselves. As a result, children's skills in thinking are not optimised. Most-able children do not always receive sufficient challenge to accelerate their learning to the highest level.

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 children with more time and additional challenges to encourage them to solve problems, predict outcomes and maximise their learning to the highest level.

Setting details

Unique reference number	EY253336
Local authority	Hertfordshire
Inspection number	10398336
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	2 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Long Marston. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector watched activities in the childminder's home and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum and her priorities for children's individual learning.
- The inspector and childminder talked about the teaching and learning after a particular activity.
- The inspector looked at a range of documents, including those relating to professional development, assessments of risks and statutory checks of children's progress.
- Parents sent in emails for the inspector to read. She took their views into consideration in her evaluation of the provision.

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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