

Childminder report

Inspection date: 25 March 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

The childminder creates a warm and nurturing environment. Her caring and enthusiastic approach enables children to settle swiftly, feel safe, and thoroughly enjoy the time they spend in her care. Children confidently explore a wealth of planned activities and free-play opportunities in the childminder's home. The childminder considers children's interests when planning these exciting learning opportunities. For example, children explore colours, shapes and develop new vocabulary around their favourite modelling dough activity. As a result of this careful planning, children remain absorbed in activities that promote their individual learning.

Children are highly sociable and engage well with one another and adults. They chat confidently with visitors and encourage them to join them in their games. The childminder provides plenty of opportunity for children to develop these positive attributes. They attend various structured play sessions where children learn to play cooperatively. The childminder supports children to establish routines that mimic those they may experience at school and nursery. Children independently tidy away resources and wash their hands before meals. They explain how this washes away germs and keeps them healthy. These significant skills and responsibilities prepare children well for their next stage of learning.

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

- Relationships with parents are strong and supportive. Parents comment on the close bonds their children develop with the childminder. They acknowledge how this relationship enables children to settle well and enjoy their time in her care. The childminder is committed to enhancing the care she provides for families. They regularly provide feedback that the childminder considers prior to making changes to her practice.
- The childminder works closely with other professionals to support the specific needs of children. She regularly shares information about children's progress with other settings children attend. Together they develop appropriate strategies that meet the individual needs of children. This collaborative approach to children's development supports them to make good progress from their starting points.
- Children demonstrate strong communication skills. They confidently chat to one another and adults, displaying a wide and complex vocabulary beyond that expected for their ages. For example, toddlers describe in detail the creatures they create out of modelling dough. The childminder provides children with opportunities to discuss their ideas in play and allows them plenty of time to articulate their responses to her thought-provoking questions. However, the childminder does not always identify opportunities to extend her teaching and

expand the language and communication skills of the most able children present.

- Children have a good understanding of the need to share and take turns. They are considerate towards one another and enjoy playing cooperatively. The childminder supports this well by providing opportunities for children to enjoy group activities and practise these skills. For example, when exploring animal puzzles, older children practise their fine motor skills completing them. Their younger friends are excited to join in by making the corresponding animal noises.
- The childminder is committed to enhancing her own skills and knowledge. She completes a variety of additional training courses that are relevant to the specific needs of the children who attend. The childminder keeps up to date with changes in legislation. This allows her to provide precise teaching opportunities and safeguard children in her care.
- Children all demonstrate a deep love of books. They enjoy exploring stories independently as well as during cosy sessions cuddled up with their childminder. Children display extensive literacy knowledge beyond that expected for their ages. For example, toddlers confidently recall the initial sounds in words. They identify letters in text and are beginning to match up upper- and lower-case letters.
- Children understand the importance of healthy lifestyles. They discuss the positive impact that exercise and a healthy diet has on their bodies. For example, they explain that they need to eat their healthy sandwiches and fruit first at lunchtime. The childminder provides opportunities for children to develop healthy routines. They enjoy structured sports activities and trips out for walks at local parks.

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:

- embrace every opportunity to enhance children's already strong language skills specifically those of the most able children.

Setting details

Unique reference number	EY286369
Local authority	Hertfordshire
Inspection number	10376184
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	3
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2004 and lives in Welwyn Garden City, Hertfordshire. She operates from 8am to 5.15pm, Tuesday to Friday, all year round. The childminder holds an appropriate qualification at level 3. She offers funded early education for children aged nine months to four-years-old.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of 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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