

Childminder report

Inspection date: 1 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates an exciting home-from-home environment where children thrive. She works closely with other childminders and assistants to plan engaging learning experiences that are based on children's interests and learning needs. Children independently select activities and resources that are well organised and age-appropriate. In the self-contained cabin, children complete puzzles and role play activities. The childminder and assistants are on hand to promote their individual learning. For example, during a farm role play activity the childminder encourages children to explore the different animals, their size and sounds they make. This supports children's mathematical and language development. In the well-organised garden area, children enjoy growing vegetables and exploring the outdoor kitchen and playhouse. For example, children create their own ice-cream parlour, where they play cooperatively with their friends creating delicious pretend ice creams for everyone.

Children form close attachments to the childminder and her assistants. They are confident and demonstrate that they feel safe and secure in their care. The childminder supports these behaviours by establishing clear routines that children follow well. For example, when children hear their tidy up song, they immediately work together to put away toys and prepare for their group time.

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

- Parents are complimentary about the care their children receive. They particularly value the close relationships children have with the nurturing childminder and her assistants. The childminder encourages close links between families and her setting and promotes a collaborative approach to children's learning. For example, children look forward to taking home the setting teddy bear. They document its time in their home and share the experience with their friends during group time.
- The childminder and her assistants work well together supporting the changing needs of all children in their care. They are swift to identify children's changing moods and work seamlessly alongside one another to accommodate children's needs. For example, they adopt a flexible approach to the day, ensuring children's learning is not interrupted and allows them to fully explore their ideas in play.
- The childminder is committed to enhancing the care and support she provides for children and families. She regularly evaluates feedback from parents, children and other professionals and embraces her findings to make well considered changes to her practice. For example, she has recently acquired an allotment to further support children's physical development and promote their understanding of healthy eating and nature.

- The childminder supports the practice of assistants well. All essential training is completed in a timely manner, and she conducts supervisions and plans regular team meetings to identify areas for professional development. As a result, assistants are well qualified and the quality of their teaching and interactions with children are strong.
- Children demonstrate strong language skills and display a wide vocabulary. The childminder supports this well by providing many opportunities for children to practise these skills throughout the day. During group discussions, children explore pictures of their friends at the beach and recall their own holiday experiences. On occasion, these interesting and meaningful discussions are dominated by individual children. As a result, not all children have the opportunity to further develop their confidence in the larger group activities that they will experience in their next stage of learning.
- The childminder monitors children's learning closely. She shares her precise knowledge of children's progress with parents verbally, in writing and via an online diary system. The childminder communicates children's abilities and levels of progress with other settings children attend and when supporting children's move to school. This collaborative approach supports children to make strong and consistent progress from their starting points.
- Children are encouraged to take on age-appropriate responsibilities in the setting such as the daily 'helping hands' role. This promotes their self-confidence and develops children's understanding of being kind, helpful and appreciative of others. Children confidently serve themselves food at mealtimes and pour their own drinks throughout the day to further support their growing independence.

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:

- enhance the organisation and structure of group activities supporting all children to develop the confidence to fully engage in discussions.

Setting details

Unique reference number	EY311294
Local authority	Hertfordshire
Inspection number	10399571
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	0 to 9
Total number of places	18
Number of children on roll	20
Date of previous inspection	5 December 2019

Information about this early years setting

The childminder registered in 2005 and lives in Stevenage. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and employs assistants. The childminder provides the government-funded places for all eligible children.

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 including essential training for the childminder and assistants.
- The inspector observed the interactions between the childminder, her co-childminder, assistants 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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