

Childminder report

Inspection date: 4 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder builds strong bonds with children, helping them feel safe and secure. She understands that children need extra comfort when they return after the summer holidays. She knows each child's emotional needs and supports their well-being with care and sensitivity. Children play happily and confidently. The childminder plans her curriculum around regular outings in the community, such as trips to the local library, parks and farms. These outings give children new experiences and help them explore different places. As a result, children grow in confidence and learn to adapt to different social situations. The childminder chooses outings based on what interests the children and the skills they need to learn. Children remember their visit to the farm and enjoy talking about the animals they saw. When children say they want to visit the rabbits at the farm, the childminder listens and explains that they will go later that day.

The childminder models good manners. She reminds children to say 'please' and 'thank you'. Children copy her and say things like 'your turn next'. She encourages them to listen and take part in tidying up. When children struggle to share, she talks to them calmly about being kind and taking turns. This helps them build strong social skills.

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

- Since the last inspection, the childminder has worked with the local authority's early years adviser. This support has strengthened her understanding of safeguarding. She can clearly explain the steps she would take if she had concerns about a child in her care. She also understands the process for handling allegations. This helps keep children safe from harm.
- Children make good progress in their communication and language development. The childminder consistently promotes speaking and listening through thoughtful interactions. She asks questions and gives children time to think and respond, supporting their confidence and language skills. For example, during imaginative play, she helps children recall experiences like when 'mummy pig at the farm had lots of babies', which supports memory and storytelling.
- The childminder plans enjoyable and effective activities during outings. However, planning for activities at home is sometimes less detailed. Although she knows what children have learned and their next steps, some home activities lack clear purpose and may not fully engage children. This means children might not always make as much progress at home as they do during outings.
- The childminder encourages children's creativity and self-expression through role play. Children enthusiastically dress up as the 'Big Bad Wolf', using props like gloves as paws and making related animal sounds. These experiences help develop vocabulary and expressive language.

- Children also show a strong understanding of the world around them through imaginative play. They create their own games and role play real-life situations, such as pretending to be service people. These activities support their understanding of community roles and the wider world.
- The childminder encourages children to manage age-appropriate tasks for themselves, such as using knives safely to cut up fruit during snack time. These everyday routines promote independence and self-care skills. The childminder provides gentle guidance and encouragement, fostering children's confidence to try things on their own.
- Children show a genuine love of reading and books. They independently select their favourite stories and sit together on the 'storytelling chair'. Children carefully turn the pages, showing respect for books and developing fine motor skills. They engage with pictures by pointing and discussing what they see, fostering a lifelong interest in stories and language.
- The childminder maintains regular communication with parents through messaging and daily drop-off discussions. She shares photos and updates from the children's day, helping parents stay involved in their child's learning. Parents report that their children feel safe, happy and excited to attend. They also appreciate the healthy meals and snacks, including fruit and vegetables, and enjoy hearing about community trips.
- The childminder engages in professional development by collaborating with other local childminders. This partnership enables her to share ideas, stay up to date and continuously enhance her knowledge and skills. Through these ongoing opportunities for learning and reflection, she ensures that her practice remains responsive to children's needs.

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:

- strengthen the planning of the curriculum when children are in the home environment to help them benefit from meaningful learning experiences.

Setting details

Unique reference number	EY319511
Local authority	Hertfordshire
Inspection number	10412375
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	21 May 2025

Information about this early years setting

The childminder registered in 2006 and lives in Redbourn. She operates term time only from 9am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 4. The childminder provides government-funded childcare for eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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