

Childminder report

Inspection date: 25 June 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 greets children with enthusiasm and shows genuine joy to see them. Children cuddle their friends and greet them with a smile. They show they feel happy and secure as they quickly begin playing in the role-play area. They pretend to make cups of coffee. Children move around confidently, making choices about what they want to play with. For example, children pretend to make a birthday cake and sing 'happy birthday'. They use their imagination to design a 'pizza cake' for the childminder.

Children listen to simple instructions. They respond to the childminder and each other, and as a result, they develop good social skills. Children behave well. The childminder is a positive role model. She reminds children to use their manners and show respect for one another. The childminder regularly encourages and praises children. This, in turn, supports their self-confidence. Children build firm friendships. They smile and share resources as they play together. The childminder teaches them to complete tasks, such as putting the toys away or returning their water bottles to the side. The childminder's curriculum teaches children how to become more independent with their self-care skills. These skills help to prepare children for their future move to school.

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

- Children make good progress in their learning and development The childminder knows the children well and builds on their interests. For example, children are excited to see that butterflies appearing from their chrysalises and flying around the container. Children talk about releasing the butterflies once they have all eclosed.
- The childminder plans activities based on earlier learning. For example, children play a memory and matching game about the life cycle of the caterpillar. The childminder supports older children by taking turns and finding the pairs of pictures. However, she does not plan the learning for younger children as well. As a result, younger children struggle to take part, as they have not yet learned the concepts needed.
- The childminder understands her role in keeping children safe. She knows the procedures to follow should she have any concerns. The childminder understands the number of children she can care for at one time and how to meet the needs of all children. However, the childminder does not ensure that an exact register of attendance is recorded for all children, as needed. This does not have an impact on children's welfare because the childminder supervises children well and follows up with parents if children do not attend or there is a change in children's attendance patterns.
- Children enjoy healthy food such as fruit for snacks. She encourages children to

do things for themselves and develop their sense of responsibility. For example, children make choices and feed themselves at snack time. They also collect their shoes before going into the garden.

- The childminder supports children's language development effectively. She models language well and engages children in conversation. The childminder responds to children's questions, and she encourages back-and-forth interactions.
- Children enjoy spending time in the garden developing their physical skills. They develop their balance and coordination as they navigate the different surfaces in the garden. Younger children develop strength in their legs. They sit in and steer ride-on cars, using their legs to push and balance. Older children develop their spatial awareness as they aim and judge distance while kicking the ball.
- The childminder regularly takes children to local playgroups and parks and to collect older children from school. This helps children develop an awareness of the community and to develop their social skills.
- Parents speak positively about the childminder. They say that their children are excited about coming to the setting. The childminder keeps parents updated in daily conversations.
- The childminder has completed all the mandatory training. However, she has not yet accessed further training to enhance the quality of education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure an accurate record of children's hours of attendance is maintained.	16/07/2025

To further improve the quality of the early years provision, the provider should:

- build on the teaching to plan more precisely to support the learning of the younger children
- explore opportunities for professional development to continually enhance practice.

Setting details

Unique reference number	EY339339
Local authority	Hertfordshire
Inspection number	10388264
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 13
Total number of places	6
Number of children on roll	24
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2006 and lives in Bovington. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education places to all 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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