

Childminder report

Inspection date: 23 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a sensitive and nurturing approach to her care. She forms secure, trusting relationships with children. This helps them to feel safe and valued. The childminder is a positive role model, encouraging children to play alongside their peers, share resources, and resolve conflicts. Children show affection and empathy towards one another and learn how to form positive relationships.

The childminder provides a well-designed curriculum that is ambitious and tailored to meet the individual needs of all children. She skilfully differentiates her teaching to meet the needs of children of different ages and abilities. She adapts activities to provide additional challenge for older children and simplifies tasks for younger children. This helps to ensure that all children are appropriately supported and consistently make good progress.

The childminder supports children to build their independence. Children confidently wash their hands and learn how to put their coats on, for example. They learn practical life skills such as using knives to cut up fruit and beginning to toilet train. The childminder provides plenty of praise when children achieve this, helping them to build confidence in their abilities. The childminder weaves mathematical language throughout everyday experiences. She encourages children to count their fruit and compare the sizes of bread sticks, for instance. This supports them to develop their early understanding of number and size.

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

- The childminder supports children's communication and language development through a range of highly effective strategies. She reads and narrates stories, describing pictures and asking questions to extend children's understanding and vocabulary. Children confidently learn new words, such as the names of fruits, and engage in discussion that develops comprehension and expressive language.
- The childminder demonstrates a clear understanding of how to plan and implement activities that are closely linked to what children need to learn next. For example, during a creative activity making baskets children learn to identify different colours. They build strength in their fingers as they manipulate glue sticks and peel stickers. Occasionally, the childminder moves children on whilst they are still engaged in an activity, which sometimes limits the scope to extend and consolidate their learning.
- Children thoroughly enjoy outdoor play and have plenty of opportunities to build on their physical development. They enjoy riding tricycles and exploring sensory activities. Children scoop and pour conkers into jugs, building their accuracy and muscle strength. The childminder delivers music sessions where children learn actions and use instruments. They play along to familiar nursery rhymes,

supporting their coordination, rhythm and listening skills.

- The childminder applies her knowledge of British values through her teaching. She promotes mutual respect by encouraging children to give each other space and play cooperatively, helping them to build positive relationships. Through their play, children explore differences in appearance such as facial features and glasses, developing their understanding that everyone is unique.
- The childminder plans a wide range of meaningful experiences to broaden children's understanding of the world and strengthen their social skills. She takes children on regular visits to farms, local playgroups and music sessions at the library. Children mix with others, build confidence in new environments and develop a deeper understanding of their community.
- Parent partnerships are strong. The childminder provides parents with regular updates on their children's progress and shares what they are working on, so that learning can be consistently reinforced at home. She offers practical advice on areas such as nutrition, sleep and potty training. This helps parents to feel well informed and supported. Parents report that they greatly value the childminder's excellent communication and the guidance she provides.
- The childminder engages in a range of professional development opportunities to continually build on her skills. She works closely with other professionals involved in children's care and learning to ensure continuity for those who attend more than one provision. Transitions on to school are managed well. The childminder liaises with teachers and provides useful information enabling children to be fully supported as they start the next stage of their education.

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 enough time to fully explore activities to maximise their learning.

Setting details

Unique reference number	EY357554
Local authority	Hertfordshire
Inspection number	10407455
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Welwyn Garden City, Hertfordshire. She operates from Tuesday to Friday from 7.45am to 5.30pm, all year round, except for family holidays. The childminder holds a relevant childcare qualification at level 3 and provides funded early education for eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and childminder carried out a joint observation of an activity.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation, such as, evidence of the suitability of the childminder and a selection of other records.
- The inspector took account of written views from parents.

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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