

Childminder report

Inspection date: 26 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

Children are happy and confident in this home-from-home setting. The childminder builds secure attachments with children, helping them to separate from their parents and carers with ease. The childminder creates a warm, engaging, and well-structured environment where children develop well. She acts as a positive role model as she helps children to share resources and take turns. Children learn to recognise and listen to their peers when they are communicating. This helps children to build good relationships with their peers and behave well.

Children show positive attitudes towards their learning and explore their environment with curiosity which helps them to become engaged in their learning. Children delight as they engage in music and movement activities. They stretch, march and wiggle, helping to wake their bodies up to start the day. The childminder carefully plans activities that help children to build on their learning. For example, children learn about the purpose of roots as they explore the broad beans they have planted. The outdoor space includes a play kitchen and natural materials, such as rosemary, shells, and wooden discs, encouraging sensory exploration and imaginative play experiences. Children explore water play, and use chalk to make marks on the ground, supporting both fine and gross motor skills.

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

- Children are confident communicators. The childminder actively engages with children, using animated storytelling and questioning to enhance their learning. New words are introduced in context, such as explaining 'furious' as another word for angry, as they read stories. Babies are encouraged to repeat animal sounds, helping them to build on the foundations for their early speaking skills.
- The childminder presents information clearly to children during adult-led activities. She promotes appropriate discussion about the topics being taught to help children build on their learning. For example, the childminder instructs children to listen to sounds, then find the cards to match, helping to build on their listening skills. On occasions, during these activities the childminder does not always adapt her teaching to fully include younger children.
- Mathematical learning is naturally embedded throughout the day. The childminder consistently weaves counting into activities, encourages children to compare seed sizes during planting activities, and supports problem-solving when they work out how to share fruit fairly at snack time. Children collaborate on puzzles and are guided in recognising shapes and connecting pieces together.
- Frequent trips into the community provide enriched learning experiences for children. Visits to the library for rhyme time help develop listening and attention skills, while selecting books to take home fosters a love of reading. Trips to local cafes encourage social interaction, particularly with older adults, promoting

confidence and communication. Soft play and park visits support children's physical development. The childminder embeds road safety in everyday experiences, and children learn to recognise road signs during outings.

- Children demonstrate a good understanding of hygiene and self-care, independently washing their hands, covering their coughs, and using tissues without prompting. Healthy eating and well-being are prioritised. The childminder prepares nutritious, home-cooked meals and encourages children to self-serve, fostering independence and healthy choices. Discussions about hydration and the importance of drinking water further develops children's awareness of well-being.
- Parents speak highly of the childminder and the care she provides. They value and recognise the positive impact her care has had on their children's well-being and development. The childminder maintains effective communication and provides parents with ideas to extend learning at home such as recipes and strategies to support early physical development. The childminder shares information with parents on the risks to children when using technology. However, she does not always use opportunities to explain to children how to keep themselves safe when using digital technology in the setting.
- The childminder is committed to continuous professional development and actively seeks opportunities to enhance her practice. She has completed a range of training, including an early years professional development programme, which has strengthened her ability to build on children's play, supporting them to make good progress in their learning and development.

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:

- ensure that teaching is focused on all age groups of children during adult-led activities, to fully support all children's learning and development
- support children to understand when they might be at risk when using digital technology and how to keep themselves safe.

Setting details

Unique reference number	EY366943
Local authority	Hertfordshire
Inspection number	10376317
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	5
Date of previous inspection	24 May 2019

Information about this early years setting

The childminder registered in 2008 and lives in Borehamwood. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 carried out a joint observation of an activity that the childminder carried out with the children.
- The children communicated with the inspector during the inspection. The inspector took account of written views from parents.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and a selection of other records.

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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