

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

Children enjoy the time they spend in this exciting learning environment. From the moment they arrive, children confidently explore the wealth of resources and activities the childminder, and other childminders she works with, provide based on children's current interests and learning needs. Children have access to craft activities where they develop fine motor skills. Their creations are displayed in the self-contained cabin to promote children's confidence and self-esteem. Children's behaviour is well promoted with a wealth of role-play activities where children learn to take turns and work as a team. For example, children create their own ice-cream parlour where they serve their friends and adults delicious pretend desserts.

Children show that they feel safe, settled and happy, clearly enjoying the time they spend with their childminder, who is attentive to their needs. They demonstrate warm and close relationships with the childminder, cuddling up to her when tired and giggling at the games they play together. These warm and respectful relationships extend to their peers. Children enjoy the company of their friends and reflect on past experiences happily. For example, during group time, staff and children explore photos of children past and present. They talk fondly about the activities and trips they experienced together and look forward to when they will see them next.

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

- Relationships with parents are strong. Parents comment on the close bonds children form with the childminder and other childminders she works with. They acknowledge how this supports children to settle well and enjoy the time they spend in the setting. Parents appreciate the regular communication they receive about children's routines and progress. They comment on how this keeps them involved in children's learning.
- The childminder places sharp focus on supporting children's communication skills. Group discussions provide wonderful opportunities for children to explore and practise their language skills and develop new vocabulary. When exploring a seaside theme, young children describe the textures of the 'spiky' and 'bumpy' shells. Older children learn more complex language exploring the 'tentacles' on sea creatures.
- Mathematical exploration is threaded through all activities and interactions and in age-appropriate ways. Young children compare the size of various farm animals, grouping them to species and colour. Older children are encouraged to evaluate which animals can fit in their farmhouse before trying out their ideas.
- The childminder focuses well on supporting children's individual needs and interests during play. When exploring puzzles, she encourages young children to complete simple ones based on their interest of animals. Older children attempt

more complex puzzles, again based on their current fascinations. At times, however, the childminder is quick to intervene during challenging activities and complete tasks for children. This limits children's ability to practice new skills and further promote their self-esteem when they are successful.

- Strong processes are in place to monitor children's progress. This provides the childminder with a good understanding of children's individual needs from which to plan exciting opportunities to enhance their development. For example, children who are transitioning to school are encouraged to take on extra responsibilities, such as passing out plates at mealtimes and tidying away after group sessions. This promotes their confidence and independence, skills that the childminder knows are vital for their future learning.
- Safe and sociable meal and snack time processes support children to familiarise themselves with essential routines prior to starting school. During daily group sessions, the childminder encourages children to take turns and show respect and consideration towards others. The childminder, and other childminders she works with, invite teaching staff into the setting and share information about children's learning. This familiarity and partnership working helps prepare children for their next stage of learning and enables them to settle well in their new environments.

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:

- consistently allow children the opportunity to develop and perfect new skills by providing them with sufficient time and support to complete suitably challenging tasks.

Setting details

Unique reference number	EY373780
Local authority	Hertfordshire
Inspection number	10399565
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	6
Number of children on roll	20
Date of previous inspection	5 December 2019

Information about this early years setting

The childminder registered in 2008. She works with another registered childminder in the co-childminder's premises 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 holds a relevant qualification at level 3. She 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 relevant documents, including evidence of the suitability of all persons living and working at the premises.
- The inspector observed the interactions between the childminder, 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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