

Childminder report

Inspection date: 3 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

Children thoroughly enjoy the time they spend with this calm, nurturing childminder. She ensures that she understands children's needs and routines, using this information to help them feel comfortable and settled. Children build warm relationships with the childminder and are secure in her care, quickly developing the confidence and skills to become independent learners. Children are motivated and are excited to play and explore. For example, they use toy blocks and pieces of wood to make slopes for the cars to go down. They repeat this later outside, using larger pieces of wood and persevering when these do not initially balance.

Children mirror the childminder's calm, caring approach and are kind and considerate to one another. For example, older children carefully choose toys that they think the younger ones will like, passing these gently to them. With the childminder's support, they are learning to resolve minor disagreements. Daily discussions and activities support children well in understanding safety. For instance, children use role-play resources to act out how to cross the road safely. Children develop independence, for example, through their involvement in daily tasks. They slice their own fruit at snack time, remembering how to use the children's knives safely and effectively.

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

- Children make good progress and are well prepared when they move on to nursery or school. The childminder regularly reviews children's progress, taking action to ensure that they do not fall behind in their learning. The childminder reviews activities, helping her to understand what children are learning and to plan what they need to learn next. She offers children a stimulating variety of play opportunities that are linked to their interests and aid them in taking the next steps in their development.
- The childminder demonstrates her enthusiasm and enjoyment of her work with children. She conscientiously evaluates her work and looks for areas she can continue to improve. The childminder reads childcare literature and exchanges professional information with other childminders. This supports her in developing her practice and keeping up to date with any changes.
- The childminder appreciates the importance of promoting children's language and communication skills and does this in many ways. For instance, the daily routine of changing the calendar supports children in learning and repeating vocabulary, such as the days of the week and seasons. Children confidently participate in discussions, for example when talking about recent family birthdays and celebrations.
- Thoughtful practice, such as regular visits to the library, supports children in developing an understanding and enjoyment of books. They display their

enjoyment as they choose favourite books to share with the childminder. They listen intently, join in with rhyming sections and eagerly remember what happens next. The use of props supports children in remembering the sequence of stories.

- Children have opportunities to practise their skills and reinforce their knowledge. For example, they decorate eggs and remember a favourite nursery rhyme. They sing this again when they later 'build walls' to balance an egg on. They cut up the eggs and remember that the outside is called a 'shell'.
- Children's regular use of nearby facilities, such as parks and walks and toddler groups, and the use of public transport, helps them to learn about their local community. Specific activities and discussions support children in understanding wider issues, such as family compositions and employment and roles in society.
- Children enjoy their play and interactions with the childminder, and she usually plans well to ensure that activities promote children's development. However, on occasion, the childminder does not make the most of opportunities to extend children's learning to the optimum during their spontaneous play.
- Parents praise the childminder, noting the good progress their children make and the 'positive impact' she has on children's lives. The childminder communicates well with parents and makes good use of information from them. For example, she ensures that her resources, such as books, reflect children's current interests at home.

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:

- build on already good practice, enhancing the opportunities to extend children's learning to the optimum, particularly during their spontaneous play.

Setting details

Unique reference number	EY381569
Local authority	Hertfordshire
Inspection number	10399027
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Royston, Hertfordshire. She operates during term time, with occasional holiday care, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on the children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and the inspector reviewed an activity.
- The inspector viewed relevant documentation, including the safeguarding procedures.
- The inspector talked with the children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their views.

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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