

Childminder report

Inspection date: 31 July 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 enjoy a home-from-home environment and develop close relationships with the childminder and one another. They feel safe and secure in her nurturing care. Children are proactive in sharing with each other and happy to wait for their turn. They pass toys to each other using the word 'share'. Their behaviour is exemplary because the childminder provides a calm and caring atmosphere to play in.

The childminder provides activities that promote the children's learning, particularly their language and vocabulary skills. She skilfully narrates as they pour cups of tea and children respond by repeating some of the words they hear. They enjoy snuggling on her lap as she reads picture books and copy words they hear and point to the pictures. Children enjoy using water to paint pictures and develop the small muscles in their hands as they hold the paint brush.

The children enjoy outdoor play and have opportunities to run around and develop their large-muscle skills. They climb the slide and sit at the top, smiling at their achievement and the childminder's praise. Children laugh and giggle as they slide down. They enjoy chasing bubbles and popping them, calling out 'bubbles' as they do. They concentrate and focus as they try to put the water tray together.

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

- The childminder develops positive relationships with both the children and their parents, seeing them as an extended family. Children develop secure attachments to the childminder and are happy and confident in her care.
- The childminder knows the children she cares for very well. She gathers detailed information about their likes and dislikes from the parents when they first start, in order to plan for their learning.
- The childminder keeps parents informed of the children's activities with photos and comments through the day. Written feedback demonstrates that they recognise the children have made progress and enjoy spending time with her.
- The childminder has created a varied and rich curriculum based on the children's interests and individual needs. She uses her observations and assessments effectively to plan next steps for the children. As a result, the children make good progress in their learning.
- The childminder uses every opportunity to support children in developing their communication and language skills. She uses play experiences to develop and secure children's language, such as naming animals when playing with the farm. She provides children with a commentary of their actions as they play. Sometimes, in her eagerness to support children's play, the childminder does not give them enough time to respond to her questions or to express their ideas.

- The childminder supports children's mathematical understanding well. She uses every opportunity to count objects up to five, such as when building a tower or counting the animals. Children join in and count objects independently.
- The childminder plans activities based on the children's interest. For example, the children are interested in animals and have visited the farm recently. The childminder provides books and resources to support this and extend their learning.
- The childminder puts a strong emphasis on giving the children a variety of experiences. For example, they have recently attended a teddy bear's picnic. Children regularly visit the local playgroup, a soft-play area and the local parks.
- The children enjoy daily outdoor activities, either in the garden or outings. They have opportunities to develop their hand-eye coordination, for example, by throwing hoops over toys.
- The childminder is proactive in advancing her knowledge and professional development. She has attended training to broaden her knowledge and regularly reviews her practice. This helps to improve the already positive outcomes for children.
- The childminder provides opportunities for children to learn about other cultures by sharing appropriate videos and songs. They gain awareness about some festivals, such as Chinese New Year, Divali and Christmas, in an age-appropriate way.
- The childminder encourages children to be independent in their self-care. She demonstrates how to put on and take off shoes and children try to copy. They make attempts to wash their own hands for snack. Children have a choice of healthy snacks, such as fruit. They grow strawberries and understand the importance of washing them before they eat them.

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:

- give children the opportunity and the time that they need to enable them to process their thoughts and respond with their answers.

Setting details

Unique reference number	EY403305
Local authority	Hertfordshire
Inspection number	10398342
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2010 and lives 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 provides government funded early education for all eligible children.

Information about this inspection

Inspector

Clare Eyre

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder discussed her intentions for children's learning with the inspector. The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector took account of views of parents from written feedback provided.
- The inspector looked at relevant documentation, including evidence of training and the suitability of those living on the premises
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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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