

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

The childminder provides a nurturing setting, where children are happy. Children settle quickly and easily into their daily routine. They engage in play together and have positive relationships with each other. The childminder helps them to solve disputes in an age-appropriate way. The childminder meets children's individual needs. She has good relationships with children and parents. This enables good communication about children's care and development.

The childminder has high expectations of children's behaviour. They follow daily routines, and she helps develop their self-care skills. The childminder supports young children with their toileting, hygiene and drinking needs. Children ask for help when needed. She gives them choices and listens to their responses. The childminder encourages children to make healthy food choices. This helps prepare them for future life.

Children develop their communication and listening skills. They listen attentively when the childminder reads stories and sings songs. Children join in with excitement. They show enthusiasm and knowledge of stories. Children say lines from 'We're Going on a Bear Hunt'. The childminder uses actions and body language. This helps young children understand positional vocabulary. When younger children are unsure of the bear in the story, older children comfort them.

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

- The childminder has good knowledge of the early years curriculum. She talks about what children can do and what their next steps are. The childminder plans a range of interesting activities that enable children to make good progress in their learning. This helps children to be ready for school.
- The childminder encourages children to develop their mathematical skills. She uses questioning and mathematical language, such as 'full, empty' and discusses shapes as children explore play dough.
- Children listen to the childminder. She maintains their interest for a good amount of teaching time. The children learn new vocabulary and develop their understanding of story structure. They begin to learn comprehension skills, as the childminder asks a range of questions. The childminder helps foster a love for reading and singing for children. She shows enthusiasm, patience and joins in energetically.
- Parents speak fondly of the childminder. They describe the setting as a 'second home'. Parents report good communication about what children learn while in her care. Sometimes, parents share concerns about their child's development. The childminder sensitively responds and works with parents to support children.
- The childminder talks to the children during snack time and sits with them,

initiating conversation. This helps to make snack time meaningful and children enjoy the social aspect of the meal. The childminder offers healthy foods and encourages children to sit while they eat.

- Children develop their mark-making skills. The childminder provides good opportunities to develop their pincer grip. Some confidently write their name or give meaning to marks, while others write letters in play dough. Children are proud of their achievements.
- The childminder has a pet tortoise and talks enthusiastically about children's experiences with the tortoise. She teaches children to care for animals and explains they need to use 'kind hands'. Children show interest in nature. They are keen to observe a snail in the garden and discuss how they will stroke it gently.
- Good links with the local pre-school enable the childminder to work well in partnership with staff. They share good information that about children know and can do. This helps to complement children's care and learning experiences through a shared approach.
- The childminder teaches children about respect for other cultures and religions. She offers meaningful experiences through dressing up and reading to help children understand and begin to accept societal differences.
- Children enjoy regular trips to the park, woods and playgroup. This helps to develop their social skills outside of the setting. The childminder makes use of opportunities when out in the local community to teach children about road safety. This helps children to learn about keeping safe.
- Children enjoy outdoor play. They show great interest in minibeasts and talk about the snail in the garden. However, the childminder has not considered planning more effectively for children's learning in the outdoor area. This means that children are not always as deeply engaged and their learning is less purposeful.

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:

- strengthen the planning for the outdoor area to provide children with the same rich experiences for learning as those indoors.

Setting details

Unique reference number	EY435356
Local authority	Hertfordshire
Inspection number	10398840
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	2 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2011 and lives in Welwyn Garden City. She operates all year round from 7am 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

Emma Salomon

Inspection activities

- The childminder spoke to the inspector about children's learning and development with a particular focus on physical development and mathematics.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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