

# Childminder report

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Inspection date:

30 September 2025

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive in this inspirational learning environment. The exceptionally well-qualified and skilled childminder, along with her assistants, create exciting experiences for children to explore. They allow children to follow their extensive interests in play while always being available for support and to extend children's learning further. For example, children work as a team to create their own ice-cream parlour, using various natural materials in the garden. Those who show a fascination with dinosaurs make their own habitat with sand and water. They add materials such as paints and bubbles, exploring the different coloured lava they can create by mixing the paints.

Children are highly motivated and have a positive attitude to their learning. The childminder promotes this by ensuring children are curators of their learning, having a deep input into every aspect of planning their day. For example, during lunch, children discuss the morning's play with the childminder and assistants. They recall what they enjoyed most, what they learned and what they would like to explore further during the afternoon. The childminder and her assistants are swift to explore ways that this can be incorporated into children's afternoon routine.

Children are kind and empathetic towards one another, sharing resources and identifying when their friends may need help in tasks. Furthermore, children delight in celebrating one another's successes. During a 'show and tell' session, children applaud their friend's achievements, showing genuine pride in the certificates and prizes they have won.

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

- Children are exceptionally well prepared for the next stage of learning. They are confident, critical thinkers, who relish completing tasks independently. The childminder encourages this superbly by allowing children to persevere in tasks with the knowledge that she is there for support if needed. The sense of accomplishment children demonstrate, when successful, provides them with confidence and a positive attitude towards their future learning.
- This highly inclusive environment meets the individual needs of all children, including those with special educational needs and/or disabilities superbly. Additional funding is allocated with deep integrity and in consultation with other professionals involved in children's development. This ensures the same exceptional learning opportunities are available for all children.
- Children become deeply absorbed in independent play with the secure knowledge that the childminder is on hand to offer support if required. For example, children organise their own story sessions with friends. They share books and create stories based on the pictures they observe. Children practise

using the new words that they have learned, put deep expression into their narrative and recognise features, such as rhyme. Activities such as this, demonstrates that children have a deep love of books that supports their early literacy skills.

- Parent partnerships are exceptional. The childminder, her assistants and families work as one to create a truly collaborative and fluid approach to children's development. Parents play a key role in the planning and implementation of children's learning. For example, children chat enthusiastically about a recent trip to a parent's place of work, where they explored the inside of a helicopter. The parent then created additional resources that the childminder uses to extend children's learning even further.
- Children's communication skills are promoted exceptionally well in this language-rich environment. Children engage in interesting discussions throughout the day and practise new words associated with their choice of play. For example, they recall the key features of the helicopter they visited, when describing the 'swirly propeller'. The childminder provides more structured opportunities, such as 'show and tell' sessions, where children listen intently to their friends who talk confidently to the group about their interests and achievements.
- The childminder and assistants work as a highly effective team to continually drive practice that promotes excellent outcomes for children. They evaluate the care they provide to ensure the environment and teaching meets the specific and changing needs of children. The well-qualified and highly knowledgeable childminder shares her extensive learning with assistants to further develop their skills. The well-being of assistants, as well as that of children and families, is paramount. Both parents and assistants comment on the immense support they receive and the dedication the childminder shows in her role.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY447265                                                                          |
| <b>Local authority</b>                             | Hertfordshire                                                                     |
| <b>Inspection number</b>                           | 10399523                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 4 December 2019                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in Broxbourne, Hertfordshire. She operates all year round, Tuesday to Thursday from 7.30am to 6pm and works with an assistant. The childminder holds a relevant childcare qualification at level 7. 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 records of training.
- The inspector observed the interactions between the 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 and assistants 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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