

Childminder report

Inspection date: 12 May 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 creates an interesting learning environment full of resources and learning opportunities that allow children to use their imaginations and follow their interests in play. She allows them to freely explore their environment and supports their learning well around these choices. For example, children create enclosures and habitats for their dinosaurs out of the wealth of interesting, natural resources she has collected. They practise language skills naming the dinosaurs and develop mathematical knowledge and physical strength building structures. As a result of this strong understanding of children's individual interests and how they learn best, children thoroughly enjoy the time they spend in the childminder's care and remain deeply absorbed in play.

Children feel secure and safe in the care of the nurturing childminder and form close relationships with one another. They play cooperatively and enjoy exploring activities together. For example, children chat and giggle with one another about the pictures they create with chalks. The childminder has a deep understanding of children's early experiences. She uses this knowledge to provide appropriate emotional support that enables children to settle well in her care.

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

- The childminder monitors children's progress closely and demonstrates robust knowledge of their abilities and learning needs. Furthermore, she is consistently observed supporting these needs during children's play and assessing how she can extend learning further. For example, children develop their coordination throwing their favourite balls into trays. The childminder confidently explains how she will modify this activity, adding numbers and colours.
- Children build close, respectful relationships with each other. The childminder encourages children to be kind to one another and help their friends in tasks, such as tidying away and fetching their water bottles. She has a consistent, robust and age-appropriate approach to supporting children's behaviour and manners. Young children are reminded of the importance of being polite to one another. The childminder mirrors the behaviour management strategies of other settings children attend. This provides a consistent approach to encouraging positive behaviours.
- Parents and other professionals involved in children's learning and development are highly complimentary about the childminder and the care she provides. Parents comment on the thorough communication the childminder offers and how this gives them an accurate picture of children's time in the setting and their progress.
- Children's language and communication development is a primary focus for the childminder's teaching. The childminder allows children plenty of time to discuss

their ideas throughout the day. She engages them in discussions around their home routines and children chat confidently about what they have done over the weekend. As a result, children are confident communicators. Young children babble and are beginning to link words together to create sentences. Older children display a wide and complex vocabulary with the childminder encouraging them to explore new words, their meaning and correct pronunciation.

- The childminder skilfully adapts her teaching to meet the individual learning and development needs of all children who attend. During a flower arranging activity, young children delight at pressing the stems of flowers into the sponge and exploring the textures of the petals. Older children identify the different colours and shapes of the flowers, count the stems and explore the nutrients that flowers need to grow.
- The childminder supports children to develop early literacy skills by engaging them in interactive story sessions that are based on previous activities and experiences. This allows children to reflect on and discuss their learning further. Children's love of stories could be further promoted by providing more opportunities for them to explore books independently in their outdoor environment.
- Children are curious and fascinated by their exciting learning environment. The childminder encourages this zest for learning well by seizing opportunities to promote children's knowledge and development around their observations. For example, when children accidentally burst some 'bubble wrap', they delight at the loud noise it makes. The childminder encourages children to develop their hand muscles popping other packaging and guessing if the noise will be louder or quieter.

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 further literacy teaching by providing more opportunities for children to explore stories independently and develop their love of books further.

Setting details

Unique reference number	EY469150
Local authority	Hertfordshire
Inspection number	10388582
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	12
Date of previous inspection	18 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Croxley Green, near Rickmansworth. She operates during term time from 7.30am to 6pm, Monday to Thursday and from 7.30am to 4.30pm on a Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She offers 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 a sample of relevant documents.
- The inspector observed the interactions between the childminder 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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