

Childminder report

Inspection date: 7 August 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 is kind and caring and shows a good understanding of the needs, interests and development of the children in her care. She uses this knowledge to provide an effective curriculum that supports children's development across all seven areas of learning. The childminder provides lots of opportunities for children to develop an understanding of early mathematical concepts. Children are encouraged to count and gain an understanding of numbers as they play with toy dinosaurs. They naturally sort the dinosaurs into different sizes and shapes and enjoy lining them up. Children demonstrate an understanding of size as they talk about 'big' and 'small' socks and notice how their feet are too small for the larger socks.

Children's behaviour shows they feel secure in the care of the childminder, sharing smiles and belly laughs as they play. They show age-appropriate resilience when faced with challenges and a willingness to keep trying. They talk with the childminder about their families as they draw on large pieces of paper, helping to develop a sense of self. Children know the colours of their older siblings' hair and select the correct pens to represent this in their drawings. Children represent their home and other important areas within their pictures as drawings evolve.

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

- The childminder shows a good understanding of the typical levels of development for children. She monitors children's progress and completes detailed developmental checks between the ages of two and three years. The childminder notices quickly when children may be at risk of developmental delay. She works in partnership with parents to provide effective support to help children make the best possible progress.
- Overall, the childminder engages well with children as they play, talking with them and introducing them to new words and concepts such as 'maps' and 'stegosaurus'. However, at times, she asks children too many questions, rather than focusing on supporting the fascinations that children are demonstrating in their play. This means, occasionally, children move on from activities before they have become fully immersed in their learning.
- The childminder provides lots of opportunities for children to develop physically. Children competently pick up small items with tweezers and peg socks to low washing lines, helping to strengthen the muscles in their fingers and hands. Children enjoy playing simple throwing games, aiming beanbags into hoops. Younger children are supported to learn to safely negotiate changing levels in the childminder's garden.
- The childminder ensures that she keeps her statutory training up to date. She makes use of professional publications and websites to keep abreast of good

practice, along with support from a local childminding group.

- Children show an understanding of the importance of caring for resources and being polite and kind. They willingly help to tidy up after games and often remember to say 'please' and 'thank you' when asking for help from the childminder. Older children offer to help bring resources down to the lower part of the garden for younger children.
- The childminder extends her curriculum by engaging in activities in her local community. Children regularly attend local playgroups, developing their social skills, playing with other children and learning to take turns and share. They visit local shops and go on outings to local parks and play areas.
- Children are developing age-appropriate independence. The childminder encourages them to put on their own shoes, blow their own nose and wash their own hands before mealtimes. The childminder encourages children to drink regularly and provides healthy snacks. However, while children show competency in these tasks, the childminder does not always support children to understand why good hygiene practices and remaining hydrated are important for health.
- Parents are very complimentary about the childminder. They value the regular information and support she provides to them about children's learning and development. Parents describe how their children love attending and enjoy the outings the childminder organises. They describe the childminder as 'warm and caring' and would 'highly recommend her'.

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:

- enhance the quality of teaching and interactions with children, focusing on children's interests and fascinations as they play
- support children to understand why handwashing, the correct disposal of tissues and regularly drinking help them to remain healthy and well.

Setting details

Unique reference number	219724
Local authority	Central Bedfordshire
Inspection number	10398804
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 November 2019

Information about this early years setting

The childminder registered in 1998 and lives in Potton, Bedfordshire. She operates Monday to Friday, from 7am until 6pm, all year round, except for family holidays and bank holidays. The childminder provides government funded childcare for children aged from nine months.

Information about this inspection

Inspector

Julia Sudbury

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable. The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation, including attendance records and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.

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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