

Childminder report

Inspection date: 21 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

Children are warmly welcomed into a calm, nurturing environment and settle quickly. The setting feels like a home from home, where children explore freely and seek comfort when needed. They form strong, trusting bonds with the childminder, who responds with warmth and sensitivity. Her consistent, reassuring approach helps children grow in confidence. They follow familiar routines and express their thoughts and feelings with ease.

Children behave well and show care and consideration for others. They play cooperatively and take turns. During role play, they negotiate ideas and include each other as they agree on the rules of their games. For example, children say, 'I will cook dinner, and then it's your turn,' showing their ability to work together. Children often show patience and kindness without prompting. They take particular care when interacting with younger peers. Children respond thoughtfully to one another. The childminder models respectful interactions and encourages good manners through her warm and thoughtful behaviour.

The childminder promotes children's independence throughout the day. They take off their shoes and cardigans and put them away without support. Children follow simple instructions and manage routines like handwashing by themselves. These everyday moments help them develop confidence, responsibility and a growing sense of capability.

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

- The childminder knows each child well. She focuses on what children already know and can do, using this as a starting point to provide suitable challenges. Her understanding of how children learn helps her plan activities that build knowledge and skills in a structured and purposeful way. Children make good progress and benefit from a consistent approach that prepares them for the next stage in their learning.
- Mathematical teaching is a strength of the childminder. Children count during play, sing number rhymes and participate in practical activities that strengthen their understanding. They recognise numerals and solve problems and are beginning to understand simple addition and subtraction. The childminder also uses familiar routines to explore larger numbers and introduce early ideas about time. She supports learning through clear explanations, visual prompts and hands-on resources.
- The childminder creates a language-rich environment. She builds vocabulary through daily conversations, songs and engaging story sessions. Repetition across routines helps children remember and use new words with growing confidence. During stories, she uses tone and expression to bring the text to life

and encourages children to join in. When new words arise, she explains them clearly so that children can understand and use them.

- The childminder skilfully introduces new knowledge that helps children make sense of the world. She explains concepts during play and conversation. For example, when talking about the seasons, she introduces the idea of hibernation and explains how some animals sleep through winter. This helps children connect new learning to what they already know.
- The childminder plans physical play to develop children's strength and coordination. She encourages movements that build core stability and control. For example, children jump on trampolines and balance on stepping stones. Fine motor skills are supported through hands-on tasks that require focus and precision. These opportunities support the skills for early writing.
- The childminder gives children many opportunities to explore the natural world. They visit parks and nature reserves to observe wildlife and seasonal changes. She teaches children how things grow as they plant seeds and watch them develop. Children feed birds and learn how to care for animals, such as the pet tortoise. These experiences spark curiosity and help children develop a sense of care and responsibility for the world around them.
- Parents describe the childminder as nurturing and trustworthy. They highlight children's strong progress in communication and numeracy, and praise her support with behaviour, toilet training and building children's confidence.
- The childminder completes training and recognises the value of developing her knowledge. She notices when activities could be improved and thinks about how to adapt them. She has not considered how to critically evaluate all aspects of her practice. This means the childminder is not able to accurately measure the impact of any improvements that she makes on children's learning.

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:

- consider how to critically evaluate all aspects of practice and evaluate the impact of any changes on the quality of children's experiences.

Setting details

Unique reference number	219850
Local authority	Central Bedfordshire
Inspection number	10388262
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	10
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 1998 and lives in Stotfold, Bedfordshire. She offers care from 8am to 6pm, Monday to Thursday, for most of the year. The childminder provides government funded early education for all eligible children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jody Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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