

Childminder report

Inspection date: 28 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure in this homely environment. They form nurturing bonds with their childminder, finding comfort in her reassuring presence. Children develop close relationships with one another. They are considerate towards others, helping their friends in tasks and passing them toys. Children are kind and demonstrate deep empathy towards their friends. For example, older children show concern for babies, soothing them when tired and unsettled.

Children's interests are at the heart of the childminder's practice. She is observant of children's current fascinations and uses this to expand children's knowledge further. For example, on a recent nature walk, children are excited to find worms. The childminder embraces this as a learning opportunity, examining the worms and their habitats in more detail.

The childminder provides children with exciting learning experiences outside of the home. Children engage well with their community where they enjoy trips to local parks and woods. The childminder reflects on these opportunities and extends children's knowledge back in the home environment. For example, children collect leaves when on a nature walk. At home, they explore the different shapes and patterns they form in modelling dough.

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

- Since the previous inspection, the childminder has reflected well on the care she provides and made significant improvements to her practice. For example, she has reduced the number of children she cares for. This enables her to better promote children's behaviour and support their specific learning needs.
- The childminder has sought advice from professionals and developed strategies and activities that promote positive behaviour in children. For example, children engage in a daily 'tap-tap box' activity. They are supported to pass the box to one another and take turns in opening it and discovering what is inside.
- The childminder provides opportunities that support children's social development. She works closely with other professionals to organise structured play sessions where children are encouraged to learn together in group activities. However, the childminder does not routinely transfer these skills into the home environment where group activities do not support all children to engage fully.
- Relationships with parents are strong and respectful. Parents comment on the close bonds children form with their childminder and her family. The childminder ensures parents are provided with regular updates regarding children's development and routines via an electronic communication system. Parents

comment on how this gives them insight into children's time at the setting and enables them to further support children's progress at home.

- The childminder monitors children's development closely. She demonstrates a good understanding of children's early experiences and individual needs. This enables her to plan exciting activities that promote children's development. For example, the childminder supports children to mimic the sounds that animals make during a farm exploration activity. However, the childminder does not always support children's learning beyond what she has planned. On occasion, she misses rich opportunities to expand on children's own ideas and thinking.
- Children develop a love of books from a young age. Stories are central to all activities and age-appropriate books are easily accessible to all children and babies. The childminder extends this passion by providing a library system. Parents and children have access to a wide variety of books to take home and share as a family.
- The childminder supports children's transitions well. She prepares children for the day's activities by explaining routines and using visual prompts. Her flexible settling-in processes support children and parents to feel confident in the care she provides. The childminder plans activities and routines that mirror those that children may experience at nursery and school. For example, children wash their hands before enjoying sociable mealtimes with their friends.

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:

- adopt a more-flexible approach to planned activities that better considers and responds to children's thoughts and ideas
- provide opportunities that better support all children to engage in group play.

Setting details

Unique reference number	2670885
Local authority	Bedford
Inspection number	10354594
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	0 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 May 2024

Information about this early years setting

The childminder registered in 2022. She lives in Bedford, Bedfordshire. She operates from Monday to Thursday, 9am to 5pm, except for bank holidays and family holidays. The childminder provides funded early education for children aged nine months to four years.

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 several 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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