

Childminder report

Inspection date:

30 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder is a highly skilled and knowledgeable practitioner. She cherishes children's personalities and understands their unique ways of learning. Children flourish in her care. Children are exceptionally happy and confident. Children's behaviour is exceptional. The childminder supports children's behaviour extremely well. She teaches children to recognise their feelings and make links between their behaviour and how they feel. Children learn that positive behaviour leads to feelings of joy and success. The use of stories and focused activities means children are extremely well supported to explore feelings and emotions. This helps them to successfully seek appropriate help when they need it.

The childminder understands the importance of communication and language development to support learning. As a result, all children develop excellent communication skills. Children play cooperatively, providing praise and support to one another during activities. For example, as children complete a shape activity, children cheer each other on as they answer correctly. This helps to build children's self-esteem and create a real team feeling.

The childminder and co-childminders create an engaging environment which ignites children's curiosity. Children remain at activities for exceptionally long periods of time, benefitting from the well-thought-out activities.

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

- The childminder works closely with her co-childminders, and they are an integral part of the local community. The childminder looks for ways to improve her already excellent practice and shares her learning with her co-childminders. All children benefit from the research or learning which has taken place. The co-childminders have strong relationships with local feeder schools. Information is effectively shared to ensure consistency for all children. The childminder follows robust confidentiality procedures to make sure she only shares relevant information.
- The childminder promotes children's personal development exceptionally well by fostering independence and decision making. She offers children meaningful opportunities to choose what they would like to play with. She develops and changes the environment regularly to reflect children's interests and next steps in learning. The childminder talks to children about what they would like to play with, discussing their approaches to play and developing their critical thinking skills. For example, the childminder talks to children about the different fruits they might find in the plastic packaging in the home corner. This helps the children think about the other resources they may need to act out their real-life experiences. This approach enables children to make informed, confident

choices in their play.

- The childminder plans a well-sequenced curriculum. She meticulously identifies children's starting points in development to identify what they need to learn next. The childminder works with parents and carers to explore children's previous experiences. She ensures that children have access to unfamiliar activities. The childminder knows that children need to try new activities to gain confidence. Children develop a 'can-do' attitude. They demonstrate exceptionally high levels of confidence and self-esteem. The childminder always revisits children's previous learning when starting a new activity. This gives the opportunity for children to remember and use that learning within the new activity. For example, the childminder sings a shape song to the children before starting a shape sorting activity.
- The childminder establishes extremely positive partnerships with parents. She provides ongoing communication to them about their child's care, learning and development. Parents comment that the regular updates they receive and sharing of activities helps them to support their children's learning at home. Parents praise the childminder and co-childminders for their knowledge and guidance. They report that the childminder provides a 'loving environment where their children make fantastic progress'.
- Children have opportunities to widen their knowledge of the local community. They enjoy playing with building blocks with pictures of the local area on. This helps them act out real-life experiences with their friends. The childminder embraces culture and diversity, helping to prepare children for life in modern Britain. They explore various cultures and traditions of other faiths and parents are encouraged to get involved in this learning. This provides children with a deep and rich understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2687545
Local authority	Central Bedfordshire
Inspection number	10394852
Type of provision	Childminder
Registers	Early Years 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	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Eaton Bray, Bedfordshire. The childminder operates her service all year round, from 8am to 5pm, Monday to Friday, except for bank and family holidays. She works alongside co-childminders. The childminder provides early education funding for all eligible children in her care.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning during the learning walk.
- The inspector completed a joint observation with the childminder.
- The inspector looked at a sample of paperwork, including a valid first-aid certificate.
- 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 the early years curriculum.
- The inspector spoke to parents and took account of their views.

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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