

Childminder report

Inspection date: 25 February 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the home of this caring and nurturing childminder. When they arrive, they settle quickly and begin to explore the resources on offer. Children become excited as they use different sized spoons to fill their bowls with oats. The childminder introduces words such as 'full' and 'empty', and children comment on the 'big' and 'small' characters as they retell the story of 'Goldilocks and the three bears'. The childminder's environment supports her curriculum. Children have opportunities to develop their independence as they hang up their coats on their peg and make choices in their play. The childminder helps children to manage their own personal hygiene and adapts her provision to ensure that all children have opportunities to build on their self-help skills.

Children behave well and demonstrate a positive attitude to learning. The childminder is a good role model and establishes clear rules and routines. For example, children work together to tidy away the toys before they move on to the next activity. They know where equipment, such as the dustpan and brush, is kept and use this to help sweep up spilt oats. The childminder offers timely praise, and this boosts children's self-esteem. When minor disagreements occur, the childminder is on hand to support children in finding a resolution together. They learn about the importance of being kind to each other, sharing and taking turns. This promotes their social development and helps them build positive relationships with their peers.

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

- The childminder has high aspirations for all children. She plans an ambitious curriculum, with a focus on developing children's confidence and independence in preparation for future learning. She plans an environment that, along with her skilled interactions, encourages children to build on what they already know and can do and offers challenge to extend their learning further.
- The childminder knows the children very well. She completes thorough assessments of children's learning and uses these, as well as information gathered from parents, to provide opportunities that build on children's cultural capital and give them essential knowledge for future success. When children require additional support in their learning and development, the childminder works closely with parents to direct them to other professionals as necessary. Subsequently, all children make good progress in their learning.
- Children have many opportunities to develop their communication and language skills. Stories and songs are an integral part of daily routines. The childminder reads with enthusiasm, and children use props and resources to bring books to life. As children listen to well-known texts, they join in with repeated words and phrases, which builds on their growing vocabulary.

- As part of the curriculum, the childminder organises a range of outings within the local community. Children attend music groups and visit the local library. On the way to weekly storytelling sessions, children learn how to stay safe as they talk about how to cross the road. When learning about different celebrations and festivals, children have opportunities to visit the local mosque. Experiences such as these build on children's social skills, contribute to their awareness of the world around them and support their understanding of similarities and differences.
- Children's physical development is well supported. The childminder provides a range of opportunities, both inside and outside the setting, for children to develop their physical skills. Children enjoy playing with the coloured water and resources in the garden. They work hard to squeeze the bottles and giggle in delight as they watch the water squirt out. When the water runs out, they learn to unscrew the lid, use the water station to fill the bottles back up and then put the lid back on securely. Skills such as these build on children's hand strength in preparation for early writing.
- The childminder is reflective of her practice and keeps up to date with mandatory training. She attends local childminder network meetings to build on her skills and knowledge. After attending a course on 'safer eating', the childminder evaluated her provision and adapted the organisation of mealtimes to better suit the needs of the children. Although the childminder has attended some additional training opportunities, she has not fully established a targeted programme of professional development to build on her already good practice.
- Partnerships with parents are strong. Parents are highly complementary about the childminder and the service she provides, highlighting the excellent communication they receive about their children's learning. Their written testimonials show how they value the support and care their children receive from the childminder and state that their children have 'the best time' at the setting.

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:

- continue to build on professional development opportunities to raise the quality of practice and teaching even further.

Setting details

Unique reference number	2695441
Local authority	Bedford
Inspection number	10375901
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022 and lives in the New Cardington area of Shortstown, Bedford. She opens Monday to Friday, from 7.30am to 4.30pm, all year round, except for family and bank holidays. The childminder provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed how the childminder interacted with children and spoke with the children present.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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