

Childminder report

Inspection date: 27 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and well settled at the childminder's welcoming home. As they arrive, children are greeted warmly. They quickly begin to explore the resources on offer and show positive attitudes towards learning. When children need extra reassurance, the childminder swiftly responds to their emotional needs, offering cuddles to ensure that they feel safe and secure. The childminder is a good role model, and children replicate her positive and calm nature. They learn to listen to each other and to take turns with the resources. The childminder sets out clear rules and routines and, as a result, children's behaviour is good.

The childminder establishes secure and trusting relationships with children. They become excited as the childminder joins them in their play. Children make her pretend food in the role-play kitchen, and she engages in conversations with them about the different foods they share. For example, they discuss the red chilli pepper and how when eaten, it can be very 'hot' and 'spicy'. Older children then think of ways to cool down the childminder's mouth, offering milk because it is 'cold'. Interactions such as these support children's creativity, develops their vocabulary and builds on their understanding of the world.

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

- The childminder provides a broad curriculum that focuses on developing children's independence, builds on their understanding of positive relationships and expands their vocabulary. She uses her own observations and assessments, as well as information gathered from parents, to build on what children know and need to learn next. Parents receive regular information about their children's learning, including written information about the progress check at age two. However, the childminder does not fully extend this information sharing to other settings that children attend, to support consistency in their care and learning.
- The childminder provides children with opportunities to learn about early mathematical concepts. For example, children enjoy rolling the dice and identifying the number they can see. They enthusiastically use tweezers to collect the corresponding number of objects and group them according to their colour. As children cut their own fruit at snack time, the childminder introduces words such as 'small' and 'big' to describe the size of the cut fruit. Opportunities such as these contribute to children's good mathematical understanding.
- The childminder provides children with a range of opportunities to be independent in their learning. As they arrive at the setting, children hang up their own coats and wash their hands independently. They talk about the pictures on the handwashing poster, demonstrating their knowledge of how to wash their hands effectively. Children enjoy the small tasks the childminder gives them, such as helping to set the table for mealtimes. During snack, she

encourages them to open their yoghurts independently. When children find this hard, the childminder offers help, while still allowing the children to succeed. This helps children to build resilience and develop a 'can-do' attitude.

- Children have a range of opportunities to develop their physical skills. The childminder models how to throw and catch a ball with control and coordination, and the children watch and listen to her explanations. The children beam in delight when they manage to do it successfully by themselves, which helps to boost their confidence and self-esteem. Children love to express themselves through dance, where they follow dance routines and move their bodies to the beat. These experiences contribute to children's good physical health and well-being.
- Partnerships with parents are good. Parents value the regular communication about their children's learning and development, and state how quickly their children settled at the beginning of their care. Parents positively comment on the progress their children have made and contribute this to the 'amazing care and education' provided by the childminder.
- The childminder is reflective in her practice and adapts her provision to meet the needs of the children in her care. She ensures that mandatory training, such as safeguarding and paediatric first aid, is completed and up to date. However, the childminder's professional development plans are not fully embedded in order to raise the quality of practice and teaching to an even higher level.

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:

- extend partnership working to enhance the consistency of children's care and learning
- continue to build on professional development plans to raise the quality of practice and teaching even further.

Setting details

Unique reference number	2698509
Local authority	Bedford
Inspection number	10372451
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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bedford. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded early education places for children aged from nine months to four years.

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 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.
- The inspector completed an observation of the childminder interacting with children, during their play, to assess the quality of teaching.
- 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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