

# Childminder report

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Inspection date: 25 June 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time in the childminder's care. They giggle with delight when the childminder searches for them in a game of 'hide and seek'. They listen intently to her descriptions of where she is going to look next and wait in anticipation for her to find them. During the game, the childminder uses words relating to position and size. Paired with her exaggerated moves, children begin to grasp concepts to support their understanding of foundations for mathematics.

Children learn with enthusiasm. The childminder builds her well-sequenced curriculum around her strong desire to ensure that, by the time children move on to school or nursery, they are confident, articulate and kind individuals. The childminder strives for children to feel secure. She does not rush them to complete tasks they are unsure about. Instead, she gives gentle encouragement and highlights their successes. As a result, children quickly gain confidence. They spontaneously begin to solve problems for themselves and work out different ways of doing things. This supports their ability to think creatively and develops independence. The childminder encourages children to express how they feel and what they would like to do. She gives clear explanations to the simple and consistent rules she has in place, helping children build a deep understanding of expectations. As a result, children behave very well.

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

- The dedicated childminder knows the children in her care very well. She follows their interests to help trigger new learning, incorporating children's next steps into their play and activities. For example, while children line cars up by a toy garage and roll them across a mat marked with roads, the childminder encourages children to slowly count the cars and identify their colours. She praises young children when they correctly name a colour, checking their understanding by asking them to find another car of the same colour. Children are proud to receive praise, helping them to gain confidence and build on their self-esteem.
- The childminder builds good relationships with parents. She gathers information about children's daily routines, their interests and any considerations about their health and well-being that the childminder needs to know. In return, the childminder takes time to talk to parents about what their children have been doing each day and gives advice and support on aspects of parenting when parents ask. As a result, parents are able to continue to support children's learning at home.
- From a very early age, children learn skills that prepare them for independence at school. For example, the childminder encourages them to follow illustrations to help them remember what they need to do to wash their hands. Children

repeat the steps they go through, helping to embed them into their memories. As a result, children begin to adopt skills to help promote good health.

- The childminder makes good use of local attractions, organised groups and open spaces to help support children's learning. She purposefully takes children to different locations, such as a local aquarium, to provide memorable experiences that build on what children know and understand. These experiences help to form new interests, promote language and give children opportunities to learn about their local communities.
- The childminder is highly motivated to develop her provision to the highest level. She seeks advice from external professionals to help her adapt her practice to help ensure that she is following the most up-to-date guidelines and requirements. The childminder networks with other local childminders to share ideas and undertakes relevant training to help refresh and expand her knowledge and understanding. The childminder has recently gathered constructive feedback from parents to help her make continual improvements to her provision.
- The childminder uses her assessments and observations effectively to identify how children are progressing. This is reflected in the curriculum the childminder constructs. At times, the childminder does not communicate effectively with other settings that children also attend. As a result, the continuity of learning and implementation of the most successful strategies to support children's learning are not optimised over multiple settings.

## 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:**

- strengthen communication with other settings that children attend to help provide continuity in the most effective ways.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2699258                                             |
| <b>Local authority</b>                             | Central Bedfordshire                                |
| <b>Inspection number</b>                           | 10408788                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 8                                              |
| <b>Total number of places</b>                      | 6                                                   |
| <b>Number of children on roll</b>                  | 5                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2023 and lives in Marston Moretaine, Bedfordshire. She operates term time only, from 8am to 5.30pm, Monday to Friday. The childminder provides government funded education to eligible children.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and the children at appropriate times throughout the inspection.
- The childminder described her curriculum and how it supports children's long term learning and well-being.
- The inspector watched a planned activity. She discussed the quality of education with the childminder.
- Documents, including the evidence of the suitability of household members and the records of visitors to the property, were viewed by the inspector.
- The inspector read feedback from parents that the childminder had gathered. The inspector took parents' views into account.

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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