

# Childminder report

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Inspection date: 3 February 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 demonstrate they feel happy and safe in the childminder's care. She is gentle and kind in her approach, which supports children's emotional well-being. Children who are new to the setting receive reassurance when needed, and this helps them feel secure in their environment. The childminder is a good role model. When children are learning new skills, such as sharing and taking turns, the childminder is on hand to discuss and explain how certain behaviours make each other feel. As a result of experiences such as these, as well as the childminder's consistent positive praise, children's behaviour is good.

The childminder knows the children well. She uses her knowledge of children's individual needs and interests to provide experiences that excite and engage them in their learning. For example, children spend time developing their motor skills and coordination in the garden. They tip, pour and scoop water using a variety of tools. The childminder provides children with opportunities to attend local music classes to build on their love of music. As they play and explore in the setting, they sing to themselves spontaneously, demonstrating the skills they have learned. These experiences contribute to children making good progress in their learning.

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

- The childminder has an ambitious curriculum that focuses on supporting children to become independent learners who make good progress in all areas of their development. She has a clear vision of the skills she wants children to achieve in readiness for the next stage in their learning journey.
- The childminder uses regular assessments to build on children's learning effectively, identifying next steps to support their progress. She uses these assessments, as well as observations of children's play and discussions with parents, to identify when children may need extra support. However, she is yet to fully establish collaborative relationships with other settings children attend. This can limit the continuity and consistency of children's educational experiences.
- The childminder nurtures children's early literacy skills. Children have access to a wide range of texts. They select books to read independently, turning the pages and talking about what they can see. During snack time, children listen intently as the childminder enthusiastically reads stories. She asks children questions about what they can see, building on their language and supporting their comprehension. Additionally, she discusses key words in the text, such as 'harp', to support their understanding of specific vocabulary.
- The childminder's curriculum for mathematics is well embedded. During daily routines, the childminder supports children's understanding of shape and number. For example, she encourages the children to discuss the shape of their

snack, commenting on the rice cakes being a 'circle'. As children measure ingredients to make play dough, they begin to recognise the numbers on the scale and link the digits they see to their age. Children are developing early mathematical skills to support future learning.

- Children's speech and language skills are supported effectively. The childminder narrates children's play and asks simple questions to encourage their speaking skills. Children learn new words, such as 'knead', as they mix the play dough. However, occasionally, the childminder does not model language accurately. Therefore, children do not always hear the correct pronunciation of words to support their growing vocabulary.
- The childminder is reflective in her work and proactively seeks training to extend her knowledge further. She regularly completes online training via webinars and attends local authority network meetings to support her professional development.
- Parents are highly complimentary of the childminder and the care she provides. They appreciate the home-from-home environment and comment that their children are made to feel like 'part of a supportive family'. Parents value the real-life experiences the childminder provides, such as trips to the library and taking part in forest-school sessions. They state that these experiences help their children to 'thrive'.

## 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
- ensure that the correct language and pronunciation of words are modelled accurately to fully support and build on children's growing vocabulary.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2700292                                                                           |
| <b>Local authority</b>                             | Bedford                                                                           |
| <b>Inspection number</b>                           | 10372167                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2022 and lives in Great Denham. She operates during term time only, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded education to 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 her curriculum.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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.
- 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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