

Childminder report

Inspection date: 19 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

The childminder works hard to establish a homely learning environment, where children's interests are a priority. Children enthusiastically explore a wealth of activities and resources that the childminder organises around the interests and needs of those who attend each day. For example, older children select their favourite puzzles to complete. The childminder is swift to find some simple, more age-appropriate puzzles to explore with young children.

Children develop close bonds with their childminder. They cuddle up to her when tired and in need of support. Children form close friendships with each other. They enjoy one another's company and work cooperatively. For example, older children help their younger friends by collecting their favourite vehicles to play with.

Children are sociable, welcoming and demonstrate high levels of confidence. They greet visitors warmly, introduce themselves and engage them in play. The childminder provides regular opportunities for children to develop these vital social skills. For example, children enjoy weekly group music sessions where they interact with others. Together with their childminder, children explore and engage within their local community during regular trips to the zoo and visits to indoor play centres.

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

- The childminder supports children's emotional development well. She understands the impact this has on their future learning. Children delight at the praise the childminder gives during all activities. She encourages them to show off their achievements to the group. As a result, children take immense pride in their efforts and demonstrate a positive attitude to their learning.
- The childminder regularly reflects on children's past learning experiences. This enables her to ascertain what children have learned and expand their knowledge further. For example, children explore the animals they saw on a recent visit to the zoo. They recall their names and the sounds they make. The childminder extends children's learning, encouraging them to explore the names of their babies and learn new words, such as calf and lamb.
- The childminder adapts her teaching well to meet the varied needs of children. This is particularly evident when supporting the already strong language skills children demonstrate. For example, when exploring puzzles, young children point to the sea creatures and learn new words, such as crab and fish. Older children copy the correct pronunciation of more complex words, such as octopus.
- Relationships between the childminder and parents are strong. Parents comment on how children enjoy their time in the childminder's care and the many

wonderful learning opportunities they enjoy. Although the childminder communicates regularly with carers, she does not routinely share precise learning ideas that will enable parents to promote children's development further at home.

- Children have a strong understanding of healthy lifestyles. The childminder establishes robust hygiene routines that children follow well. For example, they discuss with their childminder why they need to wash their hands after using tissues and before eating. Mealtimes are sociable events, where the childminder sits with children and discusses the healthy nutritious foods they eat. Children enjoy plenty of outdoor play opportunities in the garden and on trips out to nearby woods and parks.
- The childminder engages well with other professionals to promote children's learning. She regularly attends structured group sessions and understands the importance of seeking appropriate advice when children fall behind in their development. However, communication with other settings that children attend is not consistent and does not always promote a collaborative approach to supporting children's development.
- Children behave well and are kind and supportive towards their friends. For example, older children collect favourite toys for their younger friends to play with. The childminder encourages this level of respect among children with a consistent approach, reminding them of expected behaviours and good manners. She regularly plans group activities to support children to understand and practise sharing and taking turns.

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:

- engage parents further in their children's learning, sharing ideas to support them in continuing children's development at home
- enhance professional relationships with other settings that children attend, sharing information regularly to further promote children's learning and development.

Setting details

Unique reference number	2703064
Local authority	Central Bedfordshire
Inspection number	10372496
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 5
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 Leighton Buzzard, Bedfordshire. She operates all year round from 7.30am to 6.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She offers funded early education for children aged nine months to four years old.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by reviewing feedback letters.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder about the monitoring of learning and development in the setting and tracked the progress of children.

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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