

Childminder report

Inspection date: 13 May 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 build strong, trusting relationships with this caring and attentive childminder. From the start of their care, the childminder works closely with parents to help promote a consistent approach to children's learning journeys. She gathers detailed information about children's likes, dislikes, routines and developmental stage, and uses this to plan an environment which suits the needs of every child. For example, older children enjoy manipulating play dough with their hands. The childminder introduces words such as 'squeeze' and 'squash' as she models different ways to use the dough, and this builds on their growing vocabulary. Babies are encouraged to stand as they investigate the equipment on the play dough table, building their leg muscles in preparation for early walking.

The childminder treats children with the utmost respect, and this contributes to the harmonious and relaxed environment she creates. She consistently praises children's successes, and this helps to build their self-esteem and confidence. Children replicate the childminder's calm and kind nature. For example, older children share toys with younger children and pass them resources when they are slightly out of reach. The childminder encourages children to make their own choices as they play, which helps them feel valued and heard. For example, when children show an interest in the doctor's kit, the childminder is on hand to support and extend their learning. Older children discuss what the equipment is called and how it can be used. Younger children practise placing the stethoscope on and off their ears. Positive interactions such as these, develop children's understanding of the world, builds their communication skills and supports their physical development.

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

- The childminder delivers high-quality care and education. She plans exciting activities based on children's interests and uses these opportunities to build on what children already know and can do. This supports them to engage well and maintain focus during play. For example, the childminder provides young children with resources to support their confidence in early walking. Children smile and show a sense of pride as they confidently move around the garden with the support of wheeled toys.
- The childminder continually monitors children's progress to ensure her curriculum is having a positive impact on their learning. She works closely with parents to make sure learning is continuous, offering support and ideas to build on their children's development at home. Subsequently, children make good progress from their starting points. However, she has not yet fully considered how she can share more information with other settings children attend, such as about children's assessments, to support continuity of learning even further.

- The childminder places high priority on promoting children's independence. From an early age, children learn how to manage their own personal needs. Young children are given opportunities to wipe their own noses, guided by the childminder to ensure they are clean. Older children help to get equipment ready for snack and learn how to cut their fruit with safe cutting tools. The childminder interacts well with children and uses effective teaching methods to encourage them to complete tasks themselves. As a result of the opportunities provided, children build on the skills needed for future learning.
- The curriculum for communication and language is well embedded. The childminder narrates children's play, discussing what they are doing and introducing new vocabulary to extend their knowledge. When children show an interest in walkie-talkies, the childminder encourages them to engage in back-and-forth conversations, promoting their communication skills further. However, occasionally, the childminder does not always model the correct vocabulary and sentence structure. At these times, children's communication and language skills are not as well supported.
- Children have many opportunities to learn about the world around them. The childminder ensures that they have daily opportunities to be outside, which promotes their health and well-being. Children visit local parks where they explore nature and develop their physical skills as they climb the equipment. The childminder plans opportunities for children to widen their social circles and build on their understanding of similarities and differences. For example, they regularly attend toddler groups and meet up with other children and their childminders.
- Partnerships with parents are strong. Parents value the outdoor learning experiences the childminder provides, such as learning about planting fruit and vegetables. They comment that the childminder's nurturing approach helps children feel safe and secure, and state that they feel 'blessed to have found someone who cares for the children like their own'.
- The childminder is passionate about her role and providing children with the best possible care and education. She completes further training, such as attending local childminding network meetings, which helps to broaden her existing knowledge and practice. This supports her continual professional development.

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:

- establish effective information sharing with other settings that children attend, so that there is a joined-up approach to their learning
- strengthen teaching skills further, to continually support children's understanding of vocabulary and communication.

Setting details

Unique reference number	2710421
Local authority	Central Bedfordshire
Inspection number	10392110
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 3
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She offers government funded early education for all eligible children.

Information about this inspection

Inspector

Carly Parkinson

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their 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 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025