

Childminder report

Inspection date: 24 March 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 has a welcoming and inviting setting that provides a wide range of resources and learning opportunities for children to choose from. She understands the importance of promoting children's emotional development and well-being. The childminder provides settling-in visits to the setting prior to children starting. She uses these opportunities to get to know children and begin to build relationships with them and their families. This helps children transition into the setting well.

Children demonstrate an excellent attitude to learning. They are excited and eager to find out more and join in group activities. The childminder implements clear and consistent rules and boundaries. Children listen to her instructions and follow the rules. When children attempt something they should not do, the childminder is quick to intervene. She clearly explains why these rules are in place, explaining the risk. Children begin to learn about boundaries and how they can stay safe.

Children are independent. They find their own belongings, get themselves dressed to go outdoors and put on their own shoes. The childminder teaches children to make their own choices and carry out tasks for themselves.

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

- Children demonstrate a keen love of books. They explore and look at books independently, as well as listening to the childminder read. The childminder displays books across the setting and uses stories to spark conversations and teach children about the world around them.
- The childminder knows children well. She talks clearly about children's abilities and achievements as well as what children are learning next. The childminder monitors children's progress and plans clear next steps for children's learning. This helps them to make good progress in their development. However, the childminder does not always consider and provide time for children to play and explore independently throughout each day.
- The childminder provides a language-rich environment, talking to children throughout their play. She recognises the importance of reading and singing to extend children's vocabulary and uses these opportunities to ask questions. The childminder uses skilful questioning techniques that provide opportunities for children to think for themselves and share their own ideas.
- Physical development opportunities are embedded throughout the provision. Children enjoy climbing, taking part in large mark making opportunities and using a range of tools and equipment with playdough, sand and other malleable experiences. This helps them to develop their strength with both gross and fine motor skills.
- Children enjoy learning about the world around them. They help the childminder

to plant seeds and learn about what the seeds need to grow, watering the plants and observing change. They look at the real life caterpillars they have at the setting and read the story about the hungry caterpillar. The childminder teaches children about how caterpillars change to butterflies and what they need to do this.

- The childminder provides a range of outings in the local community and further afield. She plans outings based on children's needs, interests and next steps. For example, they attend rhyme time at the library to develop children's language development and play groups to strengthen children's social interactions. Children benefit from meeting new people and practice important social skills in preparation for school.
- The childminder has implemented positive and open lines of communication with parents. This enables her to share various information, including planned activities for each month, outings and information regarding children's care and learning each day. Parents praise the childminders excellent communication and comment on the excellent ideas she shares and how this is implemented at home. This supports consistency in children's learning.
- The childminder teaches children about a range of festivals and religious events. She uses books to help children understand how different people live and extends this further by reading stories about different families. Children begin to develop an understanding about the similarities and differences between themselves and others.
- The childminder is reflective of her own practice and has implemented a plan to enhance the setting. For example, she is in the process of ensuring resources are more available to support children's independence. Furthermore, the childminder attends regular training opportunities to keep her knowledge up to date and improve her own teaching skills and knowledge.

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:

- enhance opportunities for children to have uninterrupted time to play and explore.

Setting details

Unique reference number	2711012
Local authority	Central Bedfordshire
Inspection number	10380770
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	3
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Fairfield, Central Bedfordshire. The childminder is open all year round, from 8.15am to 2.15pm on a Monday and 8am to 5.15pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector through written feedback.

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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