

# Childminder report

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Inspection date: 15 August 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 the time they spend exploring this exciting learning environment with their attentive childminder and her assistants on hand offering nurturing support. The childminder has a clear and well-considered curriculum in place that focuses on providing children with the knowledge, skills and confidence required for their future learning. Children take immense pride in their individual artwork and pictures that are displayed for everyone to admire. They happily explore the vast array of activities and resources that support their varied interests and learning needs. For example, children spend time exploring crafts and props that are centred around their favourite stories and songs. The outdoor environment is a safe and interesting space for children to investigate. Children develop physical skills on age-appropriate play equipment and demonstrate a deep curiosity about nature. The childminder and her assistants support this well by encouraging children to help maintain their garden area. They explore the fragrances of the different herbs they grow and understand the importance of watering their plants daily in the hot weather.

Children are given age-appropriate tasks to complete to support their growing independence. All children help tidy away resources after play, understanding the need to do this before selecting new toys. The childminder provides children with time and encouragement to complete tasks, such as putting their shoes on and washing their faces after meals.

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

- Partnerships with parents are strong. All parents comment on how the childminder and her assistants communicate information about children's routines well, allowing them to gather a deep insight into children's time at the setting. The childminder regularly shares her robust assessments of children's progress with parents. This means that parents have a good understanding of their children's development and are able to further support this at home.
- The childminder supports the practice of assistants extremely well. She ensures that all essential training is completed and encourages assistants to access additional courses to enhance their knowledge. There is a positive ethos of partnership working between the childminder and the assistants. They share their unique strengths and knowledge well as a team. This supports all children in making good progress and enables them to be well prepared for their next stage of learning.
- Children demonstrate a wide and varied vocabulary and confidently express their feelings and ideas. The childminder and her assistants promote this well by engaging children in meaningful discussions during play and encouraging them to explore new words. For example, during water play, the childminder

encourages children to explore the 'jet' and 'shower' effects they create with the hose.

- Mathematical learning is promoted in age-appropriate ways during all activities. When exploring modelling dough, young children are encouraged to make 'small' and 'large' biscuits. Older children are supported to count the buttons they make for their gingerbread people.
- Children enjoy exciting experiences outside of the home environment. They look forward to weekly trips to the local library where they explore songs and stories and develop a love of books. During structured play sessions, children learn skills such as taking turns and how to play cooperatively. However, the childminder does not routinely provide opportunities for children to perfect these skills within her home environment. She does not always encourage children to engage with one another during play and explore exciting learning opportunities as a group.
- Children learn to celebrate their unique cultures and customs and those of their friends in age-appropriate ways. The childminder communicates with families to gather a deep insight into children's home experiences and plans innovative teaching around this. For example, with the support of parents, children explore their favourite stories that have been recorded in different languages.
- The childminder and her assistants have a strong knowledge of all children in their care, their early experiences and the impact this may have on their learning. Robust monitoring of children's progress allows the childminder to create an exciting learning environment that focuses on children's specific learning needs. For example, the childminder provides children with lots of sensory and messy play activities to allow them to express their ideas across a wide range of medium.

## 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 the organisation of group activities to encourage children to interact more closely with one another and further develop their social and cooperative skills.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | 2713577                                             |
| <b>Local authority</b>                             | Bedford                                             |
| <b>Inspection number</b>                           | 10394710                                            |
| <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 4                                              |
| <b>Total number of places</b>                      | 12                                                  |
| <b>Number of children on roll</b>                  | 7                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

The childminder registered in 2023 and lives in Wootton, Bedfordshire. The childminder operates her service all year round, from 7.30am to 5pm, Tuesday to Friday, except for bank and family holidays. She works alongside assistants who hold appropriate early years qualifications at level 3. The childminder holds qualified teacher status. She provides the government funded places for all eligible children.

## Information about this inspection

### Inspector

Antonia Campbell

## Inspection activities

- The inspector considered the views of parents by reviewing feedback letters during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living and working at the premises.
- The inspector observed the interactions between the childminder, the assistants and the children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the childminder completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with the childminder and the assistants 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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