

Childminder report

Inspection date: 12 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 are happy and settled. They quickly build warm relationships with the nurturing childminder, naturally turning to her for comfort and reassurance whenever needed. Children emulate the childminder's positive attitude, approaching new experiences confidently and inquisitively. For example, when they hear water pouring, they seek out the source and find it is leaking from underneath the water tray. They use beakers to catch this, persevering as they repeat their efforts and check how much water they have retrieved. Daily opportunities, such as this, aid children in developing the skills and dispositions that support them when they start school.

Children reflect the calm, caring approach displayed by the childminder. With her gentle support, they learn to understand their behaviour and emotions. For instance, children look at a book about emotions and then replicate these as they look in a mirror. Children are gaining a good understanding of safety. For example, they learn to use the garden climbing frame safely, transferring this knowledge when they use a new slide at the park. Good daily practice supports children in learning about healthy lifestyles. For instance, they clean their teeth and refer to an associated book to help them understand the relevance of this.

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

- The childminder demonstrates how much she enjoys her work. She is conscientious and is committed to making ongoing improvements. The childminder reads relevant childcare literature and completes further training, helping her to keep up to date with changes and develop her practice. For example, following recent training, the childminder ensures that she allows children time to answer questions and express themselves, thereby supporting their communication skills.
- Children make good progress and are well prepared for moving on to nursery or school. The childminder uses her observations and assessments of children to help her confirm what they are learning. She then plans how to support them in taking the next developmental steps, offering them activities that link to their interests and capture their attention. The childminder carefully checks children's progress, addressing any weaker areas and ensuring that no child falls behind in their learning.
- The childminder appreciates the importance of her role in supporting children to develop their language and communication skills. She talks clearly with children, often providing a commentary on what they are doing. The childminder makes sure that children have lots of interesting things to talk about. For example, children explore a treasure basket and the childminder helps them to name some of the items and to describe their texture.

- Children's easy access to a wide variety of books supports their growing enjoyment of books and reading. They have firm favourites and often use puppets and props to help them remember the story sequence and predict what will happen next.
- Regular outings, such as to toddler groups, parks and local walks, offer children the opportunity to talk about and understand their community. Specific activities, such as tasting traditional foods from around the world and crafts associated with festivals, support children in understanding diversity in the wider world.
- The childminder's thoughtful planning means that children have opportunities to reinforce their knowledge and skills. For instance, children enjoy playing with farm animals, singing associated songs and making animal sounds. When they later go outside, they delight in finding toy animals hidden in hay and in making animal prints with paints.
- Parents speak highly of the childminder and note the good progress their children are making with her support. The childminder communicates well with parents and supports them in extending their children's learning. For example, she offers ideas for activities and shares information from training she has completed.
- Children enjoy their interactions with the childminder and have many opportunities to explore the toys and resources. However, on occasion, the childminder intends to extend children's play but does not always follow this through to fully build on children's learning.

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:

- build on the already good practice, enhancing the opportunities that support children in extending their play and learning to the optimum.

Setting details

Unique reference number	2713793
Local authority	Bedford
Inspection number	10380601
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Sharnbrook. She operates all year round from 7.30am to 6pm, Monday to Wednesday and Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Kelly Eyre

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and inspector reviewed an activity together.
- The childminder showed the inspector a range of relevant documentation.
- The inspector talked with children at appropriate times throughout the inspection. She also looked at written comments from parents and considered their views.

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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