

Childminder report

Inspection date: 12 August 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 settle well and thoroughly enjoy the time they spend with their friends and childminder. They confidently self-select activities that are well organised and age-appropriate, and they delight at showing visitors around their exciting learning environment. Indoor and outdoor play opportunities are focused on the interests and learning needs of all children who attend. Children develop muscle strength by spraying chalk paints onto fences and creating patterns in modelling dough. They learn to take turns and play cooperatively when creating potions in their exciting outdoor kitchen and selecting board games to play with their friends.

The childminder works hard to establish a clear and well-considered curriculum that focuses on providing children with the skills that will support their future learning. Children are encouraged to be independent and resilient by taking on roles of responsibility. They show perseverance in tasks, such as preparing their own snacks, pouring drinks and sweeping away after messy play. Children are sociable, and they interact well with one another because the childminder provides opportunities for children to practise these skills during trips out and group play sessions. As a result, children are well prepared for, and looking forward to, their next stage of learning.

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

- The childminder places sharp focus on supporting children's emotional well-being. Throughout the day, children explore their feelings in age-appropriate ways. At story time, children read about the 'colour monster'. They explore the different colours that reflect their emotions and use mirrors to examine the different facial expressions that indicate these feelings. Free play opportunities consistently reflect this theme, with children sorting coloured objects into bottles and again recalling the emotions behind the different colours.
- The childminder demonstrates a deep understanding of the children she cares for and their unique skills and personalities. She uses this knowledge well to plan exciting experiences that promote children's individual learning needs. For example, the childminder encourages children to explore messy play by creating sensory trays around their favourite themes of vehicles and farms. Some group activities, however, can be dominated by the most confident children. The childminder does not always address this effectively, and some children miss out on opportunities to further develop their language skills.
- Children behave well, are polite, and consider the feelings of others. Children pass one another drinks and set the table for their friends during snack time. The childminder is a good role model who is respectful and warm towards children, consistently reminding them of the importance of good manners and kind behaviour.

- Feedback from parents is positive about the high-quality care and learning that the childminder provides. Parents appreciate the strong and varied communication that they receive and how this keeps them well informed about children's time in the childminders care. They comment on the close nurturing relationships children have with the childminder and acknowledge how this means children look forward to attending.
- The childminder is committed to providing high-quality care and learning for all children who attend. Her robust evaluation of her knowledge and skills means she is able to identify gaps in her learning and swiftly access additional training that is focused on the ever-changing needs of children who attend.
- The childminder establishes appropriate routines where children develop a good understanding of their own personal safety and well-being. Snack times are sociable events where children enjoy eating and discussing the healthy foods that they help prepare with their childminder. All children understand the importance of washing their hands before eating and after messy play, explaining how this stops germs from making them poorly.
- From an early age, children develop a love of books. They enjoy cosy story sessions in their reading den and independently explore the many books that reflect their varied interests and planned activities. For example, children match up the animals that they discover in an exciting sensory farm activity to those that they read about in the various age-appropriate books that are positioned nearby.

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:

- evaluate the organisation of exciting group activities to ensure that all children involved benefit from consistently high-quality and language-rich interactions that support them in developing exceptional communication skills.

Setting details

Unique reference number	2722541
Local authority	Central Bedfordshire
Inspection number	10399396
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 8
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 was registered in 2023 and lives in Leighton Buzzard, Bedfordshire. She operates from 7am to 5.30pm, Monday to Friday, during school term time, and from 7am to 5.30pm, Monday to Thursday, during school holidays. The childminder offers 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.
- The inspector looked at a sample of relevant documents.
- The inspector observed the interactions between the childminder 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 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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