

Childminder report

Inspection date:

29 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not promote children's welfare. She fails to effectively monitor concerns in a child's life to ensure she can identify issues at the earliest possible time. The childminder does not plan or implement a curriculum that supports children to make good progress in their learning. She does not challenge and extend learning opportunities for children to achieve their next steps in learning. The childminder is unable to robustly evaluate her practice to make meaningful improvements. Additionally, the arrangements for children with special educational needs and/or disabilities (SEND) do not provide effective support to help these children achieve.

The childminder and her co-minder understand the importance of developing children's communication skills. However, the childminder does not consistently encourage children to learn new vocabulary and practise their speaking skills. For example, when she plays with children she does not recognise how to introduce new and interesting words and use conversations to extend children's learning. This does not inspire children to continue learning and enhance their thinking.

That said, children are settled in the childminder's home. The childminder and her co-minder have built secure bonds with the children. Children confidently access resources and generally behave well.

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

- The childminder does not make sure she swiftly identifies possible patterns of concern for a child. Therefore, children's welfare is not assured. The childminder has knowledge of what the local procedures are and a suitable policy in place. However, she has failed to follow these procedures.
- The childminder does not ensure that the curriculum is sufficiently challenging for all children. She knows the children well, including their interests and next steps. However, the childminder fails to use this information effectively to plan exciting and challenging experiences that build on what children already know and can do. This means that children do not make good progress in their learning.
- The childminder does not support children with SEND successfully. She has identified that using signs and visual cues will support language development. However, she does not use these consistently. The childminder has not worked closely with professionals or persistently pursued guidance and advice to help her gain knowledge that will further support these children.
- While mealtimes are managed safely, children receive limited interaction from the childminder at these times. For example, routine tasks take her away from direct engagement with the children and she does not start conversations with

them. As a result, some young children are sitting in high chairs, with limited interactions for long periods of time and become bored. This does not support young children's communication and physical development.

- The childminder does not consistently support children to make progress in their learning and development. She encourages children to play with blocks and adds some mathematical language, such as 'big', and helps children to count accurately. However, when children lose interest, the childminder does not skilfully encourage them to maintain their concentration to build on what they already know and can do.
- Although the childminder has completed actions that Ofsted raised at previous regulatory visits, she has not shown she is able to meet requirements consistently. She is not able to evaluate her practice accurately to identify weaknesses. While she has undertaken a range of training, she has not been able to effectively target this to improve her teaching skills.
- The childminder communicates with parents sufficiently. She shares information about children's day and relevant assessments.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement robust safeguarding procedures to ensure that possible patterns of concern in a child's life are monitored effectively and share information in a timely way to ensure the needs of all children are met	20/10/2025
ensure arrangements to support children with special educational needs and/or disabilities (SEND) are meeting children's needs effectively	20/10/2025
improve skills and knowledge to ensure children receive high-quality education, with particular reference to teaching skills	15/12/2025

establish a curriculum that considers all areas of learning to ensure children thrive and make good progress in their learning	15/12/2025
use the information obtained about children to implement a challenging and enjoyable learning experience, that is tailored to the individual needs of children.	15/12/2025

Setting details

Unique reference number	2757050
Local authority	Central Bedfordshire
Inspection number	10420680
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Houghton Regis. She operates all year round except for bank holidays and family holidays. She works full time with a co-minder. Sessions are Monday to Friday, from 7.30am to 6pm. She holds a relevant early years qualification at level 3. The childminder provides funding for all eligible children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector reviewed several written testimonials from parents during the inspection and considered their views.
- The inspector and childminder evaluated an activity together and its impact on children's learning.
- The childminder provided the inspector with a sample of key documentation, including accident forms, suitability checks and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder, her co-minder and the children at appropriate times throughout the inspection.

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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