

Childminder report

Inspection date: 20 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home-from-home setting. They are valued and have warm relationships with the nurturing childminder. There are funny moments they enjoy together where they giggle and laugh, creating an uplifting atmosphere. The childminder plans an abundance of real-life experiences outside the setting that complements her ambitious curriculum. For instance, children visit a zoo and use a map to search for hidden wooden trolls and gently handle guinea pigs at a farm. Children are confident communicators from an early age. The childminder speaks clearly, introduces new vocabulary in meaningful contexts and frequently sings children's favourite songs. This motivates children to use the new words in their play and to sing songs independently with enthusiasm.

Children welcome the childminder's sensitive interaction in their play that provide them with a good level of challenge to build on their critical thinking. Younger children have the freedom to explore and experiment. They persevere to stick magnetic tubes together and pull them apart. The childminder introduces a variety of different magnetic shapes and demonstrates how they connect in different ways. She praises children's efforts, which motivates them to try for themselves. Children then work out how to position their hands to successfully pull the shapes apart. The childminder naturally builds on children's mathematical skills. Children pretend to bake a cake and slice it into pieces. The childminder encourages children to count the pieces and match them to the correct numeral. Children learn to solve simple mathematical concepts, such as addition.

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

- Partnerships with parents is strong. The childminder shares regular photos and videos of children's achievements via a secure app, as well as the words to songs that children learn and ideas to support children's continuity of learning. Parents regard the childminder as an extension of their own family. They value the strong bond she has built with their children.
- The childminder has a secure understanding of how children learn. She uses her ongoing observations to assess children's development accurately. This enables the childminder to precisely identify what children need to learn next so that they make good progress. The childminder implements a varied curriculum that prioritises children to develop key life skills that prepares them well for their next stage in education.
- The childminder supports children in developing an understanding of diversity and encourages them to recognise and value what makes everyone unique. For instance, they learn about different cultural festivals, taste traditional foods and gain an awareness of specialist equipment that supports people to move. However, the childminder has not considered how to fully support children who

speak English as an additional language to hear and use their home language during their play to enhance their speaking skills.

- The childminder supports children's social development and promotes positive behaviour. She regularly meets with other childminders and the children they care for. This helps children to build wider friendships within a larger group. The childminder's sensitive interaction and calm explanations supports children to understand the importance of sharing and taking turns. She introduces children to emotional literacy using books that immediately capture their attention. This helps to prepare children to regulate their own behaviour as they gain an understanding of their own and other's feelings.
- Children make independent choices from a rich and varied range of toys and resources. At times play spaces become cluttered. Younger children who are learning to walk sometimes struggle to navigate the environment and older children walk over books and resources. The childminder does not always encourage children to put toys and resources away when they have finished playing with them and before choosing others. This limits children to develop responsibility and respect for their environment.
- Children have ample opportunities to be physically active. They build stamina, balance and learn to assess risks during visits to soft play centres, parks and wide-open spaces that enable them to run freely under the close supervision of the childminder. Children benefit from nutritious snacks and meals that they help to prepare themselves to support their well-being and knowledge of making healthy choices. The childminder teaches children to develop awareness of their physical needs, such as recognising when to put on extra clothing in cooler weather and understand the importance of rest and sleep after active play.
- The childminder is committed to her continued professional development. She regularly participates in webinars and completes training, such as a recognised government funded course. As a result, the childminder has developed a stronger understanding how to further promote children's mathematical skills through their play and outings in the local community.

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 hear and use their home language
- build on children's understanding of respect for their play space and how to keep themselves safe.

Setting details

Unique reference number	EY302422
Local authority	Central Bedfordshire
Inspection number	10398294
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	14 October 2019

Information about this early years setting

The childminder registered in 2005 and lives in Leighton Buzzard. She operates from 8.00am until 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder carried out a joint evaluation of an activity with the inspector, and they discussed their findings.
- The inspector took account of the views of parents through written feedback provided.
- The childminder provided the inspector with a sample of key documentation on request.

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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