

Childminder report

Inspection date: 28 July 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

The childminder creates an exciting learning environment that embraces children's love of nature and the outdoor environment. She uses this to plan appropriate experiences that provide children with the skills they require for the next stage of learning. Children enhance their fine motor skills and their mathematical knowledge by using tweezers to select, sort, and match colourful plastic insects. They develop a love of stories and extend their language skills by exploring an extensive range of books. Children learn to manage risks by navigating obstacles in their outdoor environment, both in the childminder's home and on daily trips to parks and woods.

Children are curious about their surroundings and demonstrate perseverance in tricky situations. The childminder supports this well with praise and reassurance, encouraging them to explore their ideas further. For example, children become engrossed in removing various herbs and flowers that are frozen in blocks of ice. Together, with the childminder, they discuss how heat melts ice. They use their hands and warm water to release the herbs, delighting at their different fragrances.

Children are sociable, friendly and welcome others into their environment. The childminder encourages these positive behaviours through good role modelling and nurturing discussions. When new children are due to start, children talk about how their new friends might be feeling and how they can help them to feel comfortable in the new environment.

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

- The childminder role models new and descriptive language at every opportunity in order to extend children's vocabulary. When completing puzzles children explore the 'wiggly' and 'wavey' shape of the caterpillar. Children confidently discuss experiences from home with the childminder, listening intently and extending discussions. For example, children recall a recent visit to riding stables. The childminder encourages them to describe the horses and equipment they used, offering alternative more-complex vocabulary where appropriate.
- The childminder's well-adapted teaching provides appropriate challenge that focuses on the specific learning needs of all children. For example, when reading 'The Very Hungry Caterpillar' story, older children count the different quantities of fruit the caterpillar eats daily. Younger children match pretend fruits to those that they see in the book. However, on occasion, the most outgoing and confident children can dominate group activities. The childminder does not always address this effectively and these children benefit the most from the interesting and engaging activities and discussions that the childminder instigates.

- Children are learning to be independent in age-appropriate ways. The childminder provides children with plenty of time and immense support to practise skills, such as putting their shoes on. Children prepare their own snacks, learning how to use various kitchen equipment safely.
- The childminder provides opportunities for children to engage in their community. Children enjoy group play sessions and trips to the local zoo with their friends. Along with their families, children attend the childminder's fundraising events where they learn about other families, their unique circumstances, and the importance of helping others.
- The childminder ensures all areas of her setting are safe and appropriate for the ages of children that attend. She conducts risk assessments, provides appropriate equipment, and encourages children to assess situations and begin to develop skills that will keep them safe. For example, children know to wait at gates for adults and understand how leaving toys on the floor can be hazardous for them and their friends.
- Parents praise the childminder for the 'steady, warm presence' she has in children's lives and how this contributes to their emotional well-being. They appreciate the flexible approach she has to the care she provides and how she goes out of her way to meet their changing needs. Parents acknowledge how the many exciting experiences the childminder offers contributes to their children making good progress in their learning and development.
- The childminder monitors children's progress closely and ensures all statutory assessments are completed in a timely manner and shared where necessary. She completes additional assessments at regular intervals and uses this information to inform her planning.

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 group activities to ensure all children involved benefit from consistently high-quality teaching and language-rich interactions.

Setting details

Unique reference number	EY407151
Local authority	Central Bedfordshire
Inspection number	10398317
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 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 October 2019

Information about this early years setting

The childminder registered in 2010. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. 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.
- The inspector looked at selection of relevant documents.
- The inspector observed the interactions between the childminder and children during activities and observed the quality of teaching.
- The inspector and childminder completed a joint observation of an activity to assess the impact of her teaching on children's learning.
- The inspector and childminder discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- 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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