

Childminder report

Inspection date: 5 June 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children form extremely close and nurturing relationships with the childminder. They demonstrate that they feel safe and secure in her care by displaying exceptionally high levels of confidence, independence and emotional well-being. The childminder encourages these wonderful dispositions by working closely with families to create a warm and loving environment that mirrors children's experiences at home.

The childminder works incredibly hard to create a stimulating learning environment where children flourish. Her exceptional knowledge of their individual interests, personalities and early experiences ensures all activities and resources support children's unique way of learning. For example, the childminder provides an abundance of outdoor teaching as she understands that some children in her care learn best through active exploration. As a result, all children remain deeply engrossed in play and make excellent progress from their starting points.

Children demonstrate an excellent understanding of how to behave and the impact this has on their emotions and those of their friends. They are kind towards others, passing their friends drinks and offering help in tasks. The childminder promotes this well by encouraging children to establish their own behaviour expectations that are displayed for everyone to refer to. Children respond well to this high level of involvement and are regularly seen reminding one another of these desirable behaviours.

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

- The childminder monitors children's progress exceptionally well. She completes robust assessments that she shares regularly with parents. The childminder encourages parents to be actively involved in children's learning. For example, children take home weekly activities to enjoy with their families. These are based on children's individual learning needs and further promote their progress at home.
- Children's language development is securely embedded in every aspect of the childminder's practice. The childminder introduces songs and stories during all activities and creates wonderful opportunities for children to engage in discussions and share their thoughts and experiences with one another. As a result, children are incredibly confident communicators who display exceptional language and early literacy skills.
- The childminder extends children's learning superbly during all activities, ensuring they remain suitably challenging and fully promote children's learning. For example, children are exploring various shapes, letters and numbers made out of pasta. The childminder observes children selecting letters that correspond

to the initial sounds of their names. She encourages them to select additional letters and create their names. Once competent in doing this, she supports them to form the names of their friends.

- Children take immense pride in celebrating what makes them unique. The childminder creates age-appropriate opportunities for children to explore one another's cultures, customs and characteristics. For example, during mealtimes, children explore subjects such as vegetarianism and veganism and the differences and similarities of the foods they eat.
- The childminder is committed to enhancing the already exceptional care and teaching she provides for children. She carefully evaluates all aspects of the service she provides and completes an abundance of additional training to keep her knowledge and skills up to date. The childminder works closely with colleagues, embracing opportunities to share ideas and best practice. This collaborative approach ensures her practice is always evolving to meet the changing needs of children in her care.
- Relationships with families are exceptionally strong. Parents acknowledge the close bonds children form with their childminder and how they regard her as an extension of their families because of the wonderful care she provides. Parents comment on the 'remarkable' progress children make in the childminder's care and how they 'blossom' socially and emotionally.
- The childminder embraces every routine and interaction as an opportunity to further support children's learning. When tidying away, the childminder assigns tasks that meet the precise learning needs of children. For example, some children tidy away different-coloured animal figures into corresponding bowls while others count them into boxes. Those who are working on enhancing their fine motor skills use tweezers to place plastic shapes in their container.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY428850
Local authority	Central Bedfordshire
Inspection number	10398255
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Flitwick. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a recognised childcare qualification at level 3. She provides the government funded care and education 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 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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