

Childminder report

Inspection date: 15 May 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 flourish in this warm and nurturing setting. They arrive happy and quickly settle into the familiar routine, confident in the care of the childminder and her assistants. Relationships are a clear strength. Children form strong bonds with adults and each other. They share cuddles, laughter and meaningful interactions throughout the day. Children demonstrate they feel safe and secure as they explore, participate in play and develop their independence.

Children show a genuine eagerness to learn. For example, they ask, 'Can I do learning with you?' This shows their enthusiasm and positive attitude towards learning. The youngest children smile and giggle as they play. They take turns with toys and join in with their peers. Older children act as positive role models. They understand how their actions help to keep others safe. For example, they hand over small toys to adults to prevent younger children from putting them in their mouths.

Children begin to resolve disagreements and express their needs clearly. They use simple language to negotiate with one another and find solutions during play. They are developing an awareness of their own needs and those of others. Through everyday routines and interactions, children are also learning to make healthy choices and take responsibility for themselves. Snack time is full of smiles and laughter, showing how much children enjoy being in the childminder's care.

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

- The childminder and her assistants know the children well. They respond to each child's development and personality, adjusting their approach to offer the right level of support. Interactions are well judged, and staff make small adaptations throughout the day to keep children progressing. The curriculum offers a range of rich experiences. Children plant seeds and observe changes over time, helping them make sense of the world. Through play, they explore concepts such as opposites and begin using new learning confidently. Parents say the childminder understands their children as individuals and praise the progress they make.
- The childminder and her assistants are thoughtful in their approach to teaching. They plan purposeful adult-led activities that extend through play and follow children's interests. Staff plan learning carefully to build children's knowledge over time. Activities keep children engaged as they build confidence and develop key skills for learning. Familiar routines help children feel secure and understand what to expect throughout the day.
- Staff build children's mathematical understanding through everyday routines and play. They model counting, draw attention to patterns and shapes and use mathematical language in context. Children confidently apply what they learn by

recognising numbers, counting in twos and using words such as 'under' and 'next to' to describe position. Parents say they have seen clear progress in their children's early mathematics and thinking skills.

- Staff speak passionately about their roles and take pride in children's progress. Their enthusiasm contributes to the warm, purposeful atmosphere of the setting. The childminder supports her assistants well. She leads by example and models effective practice during routines and interactions. Staff communicate regularly about children's progress and next steps in learning. This helps them provide consistent, responsive support. Their shared approach enables all children to make progress.
- Staff prioritise language development. They introduce new language and teach its meaning through hands-on experience. For example, children hear the word 'dense' and begin to understand its meaning during a floating and sinking experiment. Young children repeat words they hear in stories, such as 'cow' and 'ball'. Staff support children to develop a wide vocabulary. Children express themselves confidently, singing as they play and chatting with adults and peers. They recall familiar phrases from favourite books and enjoy joining in. Parents say their children's communication has improved.
- Staff use recall questions well to help children revisit and consolidate learning. They ask children, 'Do you remember...?', which prompts discussion and helps them make links with what they know. However, sometimes staff use too many closed questions, such as 'What colour is it?', which does not extend thinking or encourage children to think more deeply. The childminder reflects on her practice and recognises that further training would support continued improvement, strengthen teaching and enhance outcomes for all children.

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:

- engage in further professional development to strengthen staff's knowledge and enhance teaching
- develop the use of questioning to encourage children to think more deeply and explain their ideas.

Setting details

Unique reference number	EY429366
Local authority	Bedford
Inspection number	10388643
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	0 to 8
Total number of places	18
Number of children on roll	13
Date of previous inspection	22 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in Bedford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for eligible children. She works with two assistants.

Information about this inspection

Inspector
Jody Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.

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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