

Childminder report

Inspection date: 25 June 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 confident and demonstrate that they feel safe and secure in the childminder's care. Older children quickly engage with visiting adults, involving them in their play. Younger children observe this, and begin to engage with visitors, following the older children's lead. Children become independent and manage their own needs effectively. Younger children learn to put on their shoes for themselves and complete tasks without prompting. They fill up water buckets outside and transport these around without any help, following their own interests as they play.

Children behave kindly towards one another and form meaningful friendships. They become fully aware of the routines and expectations that the childminder has in place. They know to go the stairs and sit and take their shoes off when they have finished playing outdoors, before they wash their hands and move on to the next activity. This strong understanding of what is expected helps to prepare them for moving on to school.

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

- The childminder has a strong knowledge of the children she cares for. She uses her knowledge of the children's home lives and interests to provide a warm and welcoming environment, where children thrive. The childminder builds up trusting relationships with both the children and their parents. This helps children to feel happy and settled in the childminder's care.
- The childminder helps children to learn and acquire new information. She gently encourages them and corrects any misconceptions they may have. For instance, she talks to children about snails as they point to a picture and mistake the snail for a snake. This helps children to gain accurate information to build on their existing knowledge correctly.
- Learning opportunities are relevant to the children who attend. The childminder plans carefully, considering the individual needs of the children and the different stages of development they are currently at. She works collaboratively with other childminders to provide a wide range of experiences and opportunities. This collaborative approach to working also helps to promote children's social skills and helps them to become familiar with a wider group of people.
- Children show strong levels of focus and concentrate well at their chosen activities. The childminder follows their lead as they play. She provides explanations and introduces new and relevant language. For instance, she speaks about the swirls and lines the pasta shapes create in dough as the children play.
- Children demonstrate that they understand the rules in place. They move up and down the steps in the garden carefully, with full supervision from the childminder. The childminder values their safety and supports them to walk

indoors instead of running. However, the childminder does not consistently support children to understand why the rules are in place. This does not promote their ability to assess risks for themselves.

- The childminder holds natural and instinctive discussions with children as they play. She uses opportunities to check children's knowledge and understanding. However, on occasions she expects a response to her questions too quickly. This does not allow children time to consider the question and formulate a response and does not fully promote their ability to share their thoughts and knowledge with her in more detail.
- The childminder is reflective and continues to develop her provision further. She tracks and monitors children's progress effectively to help her identify any gaps in children's learning. The childminder recognises the importance of working in partnership with parents. She shares ideas and resources with parents to help build on children's learning at home. She completes relevant training and considers the needs of the children she cares for when selecting professional courses to complete.

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:

- Consistently support children to understand why the rules are in place to help them to manage risks independently
- allow children time to process the questions being asked before expecting a response to support their communication and language development further.

Setting details

Unique reference number	EY431290
Local authority	Central Bedfordshire
Inspection number	10394445
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	4
Date of previous inspection	5 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Dunstable. She operates all year round from 8.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

Information about this inspection

Inspector
Jenny Hardy

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children engaged with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read written feedback from parents and considered their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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