

Childminder report

Inspection date:

17 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder focuses on supporting children's emotional and personal development. Children are happy and secure in the care of the childminder and there is a calm and welcoming feel to the setting. Children move confidently around the childminder's home and their behaviour is good. They show an age-appropriate understanding of the need to share and take turns. The childminder supports children to gain age-appropriate independence. Children of all ages are encouraged to feed themselves. Older children show a good understanding of how to wash and dry their hands before snacks and mealtimes. The childminder helps children understand the importance of eating the savoury parts of their packed lunches before moving on to sweeter things for pudding.

Although the children are generally engaged in play, the childminder has not sufficiently developed her understanding of how children learn and develop to ensure that all children make the very best possible progress. The childminder's curriculum is not adequately planned and sequenced to ensure children make optimal progress across all areas of learning. Furthermore, the childminder's teaching and interactions with the children do not always extend their interests and fascinations in a way that would enable children to become highly absorbed in their learning.

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

- Children play in a well-resourced environment and show some level of focus, when playing on their own. However, the childminder is not always skilled in recognising the interests and fascinations that children demonstrate as they play. At times, her engagements with children are over directive or too product focused and, as a result, children often lose focus and flit between activities and resources.
- The childminder shows a general understanding of the level of development of the children in her care. She identifies some of the areas she would like them to progress to next. However, the childminder shows a lack of knowledge in building an effective curriculum that fully supports children to make the best possible progress.
- The childminder generally talks with older children during their play and introduces them to some new words, such as butterfly, caterpillar and bumble bee. However, the childminder does not always pick up on babies' and younger children's attempts to communicate. This has an impact on their ability to learn to talk and communicate.
- The childminder has engaged in some ongoing professional development, such as statutory courses for child protection and paediatric first aid, as well as reading articles on subjects, such as food safety and safer sleeping. However,

she has not targeted her professional development to enable her to stay abreast of best practice in supporting children's learning and development.

- Despite the weaknesses in the childminder's curriculum, children are learning to socialise and become confident around people. They show interest in visitors to the setting and have regular opportunities to meet other children and adults at a weekly toddler group. The childminder provides opportunities for children to learn about nature and the living world. They visit local nature reserves, looking for bugs, collecting pine cones and enjoying being physically active in the fresh air. The childminder provides opportunities for children to develop large motor skills through stepping stones and tunnels to crawl through. Babies have opportunities to pull to standing and cruise round low tables.
- Children are developing an interest in books and enjoy sitting and looking at them. They turn pages correctly and talk to themselves as they look at the pictures. Children are keen to snuggle with the childminder as she reads stories with them.
- Despite the weaknesses identified, parents are complimentary about the service the childminder provides. They talk about how she offers a 'home-from-home environment', where their children feel safe and happy. Parents value her flexibility and the information they receive about their child's day.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the planning of the curriculum that provides children with an ambitious learning environment and builds on what children know and can do across all areas of learning and development	18/12/2025
target professional development to identify gaps in knowledge and practice that will raise the quality of education for all children.	18/12/2025

To further improve the quality of the early years provision, the provider should:

- enhance the quality of teaching and interactions with children, to fully support their interests and fascinations
- strengthen support for babies and younger children's language development.

Setting details

Unique reference number	EY442501
Local authority	Central Bedfordshire
Inspection number	10388788
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 July 2019

Information about this early years setting

The childminder registered in 2012 and lives in Sandy, Bedfordshire. She operates all year round from 7.30am to 4.45pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare for children between nine months and four years of age.

Information about this inspection

Inspector

Julia Sudbury

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable. The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation, including attendance records and the childminder's paediatric first-aid certificate.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

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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