

# Childminder report

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Inspection date: 4 December 2024

|                                              |                      |
|----------------------------------------------|----------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

## What is it like to attend this early years setting?

### The provision is good

Children happily play and learn while they spend time with the childminder. They embrace the wide range of activities and experiences the childminder provides through her well-planned curriculum. The childminder sets different challenges to suit the variety of ages and stages of learning during pre-planned activities. This allows all children to join in and follow a clear sequence of learning. For example, children concentrate while they use small tongs to place cotton wool balls into shallow containers. Some children place the balls in rows of containers arranged next to the corresponding numeral. Meanwhile, the most-able children count the quantity they need to match the numerals they see. As they count, they find that they leave some containers empty. As a result, all children are supported in developing their understanding of mathematical concepts.

Children respond well to the childminder's gentle reminders to be kind to each other and to share resources. This contributes to children's good behaviour. Children have positive attitudes. The childminder talks to children about their feelings and gives them ideas to help them regulate their emotions. This helps children's readiness to concentrate and enjoy their learning and play.

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

- Since her last inspection, the childminder has made changes to help ensure children are fully supported in their care and education. For example, the childminder makes regular contact with staff who care for children in other settings that they also attend. This contributes to the continuity in learning and helps to ensure any gaps in children's learning are swiftly identified. As a result, children continue to make good progress.
- The childminder plans exciting outings alongside other childminders. Children visit a variety of local attractions and open spaces, including zoos, farms, museums and country parks. The childminder takes resources with her to help enhance children's learning experiences in a purposeful way.
- The childminder provides healthy and nutritious snacks and meals for children. She gathers information from parents about allergies and other dietary requirements to help ensure she keeps children safe and well. Children talk about different kinds of food and work out if it is something they can eat regularly or just occasionally. This contributes to their knowledge of good oral and general health.
- Children quickly become articulate and confident individuals. They spontaneously burst into song, recalling their favourite Christmas songs and rhymes they have recently heard. The childminder sings to children. She slows the tempo and pauses, allowing the younger children time to form the words that come next. This helps them remain engaged while they practise new words and phrases.

- The childminder is keen to develop her own knowledge and understanding. She finds relevant training courses to help her enhance her already good practice. The childminder shares ideas and information with other local childminders and values the advice given by other professionals. This contributes to continued improvements and adaptations the childminder makes.
- The childminder builds strong relationships with parents. She gives them detailed information about what their children have achieved and enjoyed throughout the day. She shares information about children's next steps in their learning. This helps parents continue to build on what their children already know and understand when they are at home.
- The childminder provides resources that reflect children's interests, helping to trigger further exploration and learning. At times, however, the childminder does not support children to have a greater awareness of how they can respect resources, create more space and begin to keep themselves and others safe while they play.
- The enthusiastic childminder joins children's play and activities, helping to engage all children. However, she does not always give children enough time to solve problems or find different ways of doing things for themselves. As a result, children's skills in thinking for themselves do not develop as rapidly as possible.

## 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:**

- support and teach children how they can begin to keep themselves, others and resources safe
- give children even more time to solve problems, find different ways of doing things and predict outcomes for themselves.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY473754                                                                          |
| <b>Local authority</b>                             | Central Bedfordshire                                                              |
| <b>Inspection number</b>                           | 10334547                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 5 February 2024                                                                   |

## Information about this early years setting

The childminder registered in 2014 and lives in Leighton Buzzard, Bedfordshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is able to provide funded early education for eligible children.

## Information about this inspection

### Inspector

Katrina Rodden

### Inspection activities

- The inspector observed activities in the childminder's home and garden. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder described her curriculum and how this links to children's progress.
- The inspector watched a pre-planned activity the childminder carried out. Together they talked about the quality of teaching and what children had learned.
- The inspector looked at a variety of documents, including activity records and the evidence of the suitability of the childminder and other household members.
- The inspector read emails and testimonials sent by parents. She took their views into consideration in her evaluation of the setting.

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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