

Childminder report

Inspection date: 12 March 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 develop affectionate and strong bonds with the kind-natured childminder. They affectionately hug and feel close to her, and she reciprocates with warmth and loving interactions. Children beam with delight, feeling emotionally secure in her company. There is an atmosphere filled with laughter, giggles and lots of fun.

The childminder is highly experienced and capable. She has high expectations for children's behaviour and consistently promotes this through daily routines and sensitive reminders of rules. Children learn to be respectful and polite to others. For example, they excitedly wave at the refuse collectors through the window and say, 'thank you for taking our rubbish'. Children respond very well to the childminder's calm approach and quickly learn to regulate their emotions.

There is a stimulating curriculum in place that sparks children's interests and inspires their curiosity. Children benefit from the rich range of experiences thoughtfully provided by the childminder. For instance, she organises an exciting outing to an old railway, especially for children intrigued by trains. Even the youngest are mesmerised by the steam trains and repeat relevant words modelled by the childminder, such as 'funnel' and 'steam'. In this way, children develop a good understanding of how trains have been modified over time.

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

- The childminder's varied and carefully planned curriculum supports all children to make good progress from their starting points. She places a strong emphasis on developing children's knowledge and skills, in preparation for their eventual move to school. For example, children's vocabulary is continually expanding as they engage in play and hear new interesting words that are constantly narrated by the childminder. Children quickly learn to apply new words. In this way, they become confident and competent communicators.
- The childminder makes an impressive use of the local community. She takes children to the library on the bus. Children show a deep love for books. They want to hear their favourite stories again and again. This is evident when they look through books independently and recall specific details by looking at the pictures. The childminder utilises every opportunity on visits to explore landmarks in the environment, such as a clock tower. Children show a keen interest and readily connect their previous experiences to new learning, for example, when the youngest see clocks in books and say, 'tick, tock'. This helps develop children's understanding of the world around them.
- Early mathematical concepts are skilfully interwoven into children's explorations. For instance, they learn to complete complex puzzles. The childminder models mathematical language to guide them. Children begin to use positional

language, such as top, bottom and turn. The childminder encourages them to spot, name numbers and count objects in the environment. Children respond well to this and accurately count a small number of items. In addition, the childminder develops their awareness of shape and size, such as describing towers made with bricks as 'little' or 'big'. Children learn to apply mathematical language well while they play.

- The childminder carefully considers children's interests as she plans for their learning. For example, children meticulously build train tracks and run a range of different sized trains on them. They begin to test out if these trains can fit through tunnels under the bridges. However, on occasion, the childminder is too quick to intervene and tell children what to do, particularly when they encounter a minor problem in their play. During these moments, children's thought processes are interrupted and they lose the opportunity to figure things out for themselves or follow a task through to the end.
- Children keenly explore the learning environment and confidently select what they want to play with. They like to draw the childminder into their games. For instance, they pretend to go on an adventure when they push a buggy with dolls in around the house. The childminder enhances their imaginations further, as she talks about different things they can see on their 'walks'. This helps children learn to play cooperatively and expand their own play.
- Parent partnership is trusted and effective. Parents state how the childminder is part of their extended family. Their children enjoy the wide variety of activities, especially the organised trips outdoors. The childminder regularly shares the progress their children make, and parents comment that their children's physical, personal, social and emotional development has grown tremendously. Parents work with her to support children's achievement of new skills, such as when children start toilet training. This helps to enhance children's continuity in their development.

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:

- refine interactions with children to recognise the best opportunities to intervene in their play, without interrupting their thoughts and ideas.

Setting details

Unique reference number	134135
Local authority	Oxfordshire
Inspection number	10375841
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	2 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder registered in 1992, and lives in Littlemore, Oxfordshire. She offers care from Monday to Thursday, between 8am and 5.30pm, term time only. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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 and the childminder carried out a joint observation of an activity.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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