

Childminder report

Inspection date: 19 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and inviting environment that sparks children's interests. She plans and organises the provision to meet the varying individual needs of the children attending. Children are happy and settled in the care of the childminder. They receive the care and kindness they need to feel secure and confident in her care.

The childminder plans a curriculum that is focused on children's current interests and skills. She builds on these to develop their next steps in learning. Children engage with, and focus on, a wide range of activities that are interesting and challenging. They show excitement and joy as they explore the environment.

Children learn to take turns in conversation as the childminder talks and provides lots of language that supports children to learn new vocabulary. She listens to children's communication and repeats back to them what she has heard and builds on the conversation, describing what it is the children are doing.

Children learn about healthy lifestyles and the importance of personal care routines as the childminder provides healthy snacks and joins the children while they eat. She explains care routines so that children know what to expect and when.

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

- The childminder provides a rich and varied curriculum for children. She is ambitious in what she wants children to learn and how she adapts teaching to help them make good progress. She plans and develops her environment to support the individual learning and development needs of children. This supports children to engage and focus in meaningful play.
- The childminder supports children's physical skills. She recognises their stage of development and provides the support they need to develop their balance and muscle strength. For example, babies are beginning to learn to pull up and stand. The childminder recognises their current abilities and arranges provision to support these skills. She makes sure children have plenty of opportunity to practise, such as standing for good periods of time exploring table-top activities.
- Overall, the childminder promotes and supports children's communication and language skills effectively. She provides a rich and varied vocabulary as she talks and explains activities and routines with the children. However, at times, she speaks quickly and provides a lot of information. This does not consistently give children the time they need to listen and respond to the interactions from the childminder to further extend their skills.
- The childminder fosters children's love of reading. Children enjoy listening to and looking at favourite books that have been chosen based on their current interest.

They point to and help to turn the pages of the books. Children look in awe as they discover the animals in the pictures of the book. The childminder reads with enthusiasm, which supports children's enjoyment of hearing the stories read to them.

- Parent partnership is strong. The childminder engages with parents frequently to discuss and share information about children and the progress they are making. She encourages parents to share their knowledge and observations of their children and guides them in expected stages of development to help identify any gaps in learning. This helps in planning targeted support and teaching to secure children's current skills and support their next steps.
- The childminder teaches children the language of feelings. She continuously provides ongoing dialogue describing feelings to help children recognise how they feel. For example, when babies are tired and rubbing their eyes, the childminder talks to them about feeling tired and preparing them for nap time. She provides the comfort and care babies need to settle and rest when needed.
- The childminder recognises the importance of continuous professional development. She keeps up to date with changes in legislation and policy. The childminder seeks additional training to support her own understanding of early years. She links with the local authority to enrol in new training and qualifications that build on her skills and knowledge of early years and how children learn.

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:

- enhance interactions with children to provide enough time for them to listen and respond during conversations to further support their language skills.

Setting details

Unique reference number	2701812
Local authority	Oxfordshire
Inspection number	10372495
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Oxford. She operates Monday to Thursday, from 8am to 5pm, all year round. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Robinson

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 inspector observed the quality of education being provided.
- The inspector and the childminder carried out a joint observation.
- Parents shared their 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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