

Childminder report

Inspection date: 8 May 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

Children enter this home-from-home environment excited and ready to play. The kind and nurturing childminder prioritises building strong connections with the children and their families. She provides a well-organised and stimulating playroom for the children to explore, as well as an outside area which she plans well to support children's development. Children show they feel safe and secure within the play environment. They happily engage with the childminder and visitors. The childminder offers the children praise and celebrates their achievements. Children from a young age begin to develop confidence and high self-esteem. Children behave well.

Children display high levels of engagement and positive attitudes to their learning. The childminder plans learning experiences that capture children's curiosity. For instance, children explore texture as they scoop and sprinkle sand between their fingers. The childminder extends this activity by challenging the children to use tools to develop their motor skills and extend their exploration further. The childminder supports children's early literacy skills well. Young children snuggle in, to listen to a story and the childminder breaks into song regularly, during routine activities. For example, when children were exploring a range of animals and textures on the tray outside, she starts to sing the well-known rhyme about the spider, to support children's learning further. In addition, she regularly takes children to the library. These positive experiences help to promote children's love of reading.

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

- The childminder demonstrates a genuine enjoyment of her work. She works hard to maintain quality and develop her own practice. The childminder takes time to seek out new knowledge, through forums, webinars and face to face training. She is motivated to read, review and reflect on how to improve the service she provides. For example, the childminder has recently undertaken training focusing on children's speech and language development. This has had a positive impact on improving her practice and outcomes for children.
- The childminder ensures that curriculum planning is meaningful and meets the needs of children who attend. Children respond well to the learning opportunities she provides and are busy and engaged. Children thrive, supported by the positive interactions from the childminder.
- The childminder interacts well with children. She identifies key vocabulary that she wants children to learn. The childminder asks children open-ended questions to support their understanding. However, on occasions, the childminder does not give children time to process and respond to questions she poses. This does not consistently support the development of children's language skills.

- Parents speak highly of the childminder and express that they are happy with the service provided. They explain that their children enjoy a wide range of activities and make good progress. Parents receive daily updates about their children's experiences through discussions and electronic messaging. Parents appreciate the home-from-home environment the childminder provides. In addition, they say they appreciate the good guidance and support she provides to them and this is reassuring for them as new parents.
- The childminder actively seeks support for children with special educational needs and/or disabilities. She has detailed knowledge of the very specific needs of each child. The childminder works closely with parents and outside agencies to agree and constantly update individual care plans.
- The childminder has established secure partnerships with the local pre-school some children attend. However, she has not developed as effective partnerships with all other settings that children attend. This leads to some inconsistencies in sharing information for some children.
- Children enjoy spending time with the nurturing and kind childminder. She supervises children closely and is quick to notice when they appear hungry, thirsty, or tired. She celebrates their efforts and achievements with praise as they play. As a result of this, children are confident, behave well and get involved in a range of experiences.
- The childminder networks with other practitioners. She takes children on regular visits to local parks and rhyme-time sessions, so that they have opportunities to socialise and play together. Children enjoy walks to school and visits to the childminder's allotment, where they collect produce which they have grown.

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:

- allow children more time to think for themselves and solve problems in their own way before intervening
- work more closely with all other settings that children attend to improve the continuity and support for children's learning experiences.

Setting details

Unique reference number	2703107
Local authority	Oxfordshire
Inspection number	10388491
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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bicester, in Oxfordshire. She operates from 8am to 5.30pm on Tuesdays, Wednesdays and Thursdays, all year round. The childminder holds an appropriate early years qualification at level 3. She receives government funding to provide early education for children aged from nine months to four years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The childminder carried out a joint observation 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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