

Childminder report

Inspection date: 21 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 are happy, settled and clearly feel safe within the care of this childminder. They show that they are confident in their surroundings as they make choices about what they would like to do. The childminder supports this effectively through her commitment to following child-initiated learning. The childminder knows the children in her care well and has high expectations for their learning and development. Children behave well. Older children show care and consideration for the younger children, and together they play happily alongside and also with their peers.

Children are confident, focused and engaged when they play. Older children demonstrate perseverance as they explore with craft materials. This supports their creativity and problem-solving skills through play and exploration. Whereas younger children play and explore with sensory materials, helping to support their hand-eye coordination and self-regulation.

The childminder delivers good support and teaching; she purposefully interweaves the seven areas of learning into activities to help maximise learning skilfully. The childminder provides a learning environment which is rich in language; she provides an ongoing dialogue of communication for the children to hear language. However, at times, she does not allow children time to process their thoughts and respond to the questions asked of them. Nevertheless, children enjoy a good amount of song and nursery rhymes sang to them and stories.

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

- The childminder has built good relationships with the children which helps them to feel safe and confident to explore their environment. The childminder offers an inclusive curriculum to support children's learning. She follows children's interests with intent and builds on their development through successful challenges. For example, younger children are encouraged to move their bodies in different ways through a good amount of tummy time and careful positioning of toys to encourage reaching and turning.
- Children enjoy a good amount of time in the childminder's garden. They show good imaginative skills as they make 'food' for each other to share. Children have fun as they make marks and play in the sand; they show good imaginations as they pretend to be 'pirate' in charge of the ship. Older children demonstrate secure moving and handling skills as they negotiate spaces with pushchairs and resources. Children's larger physical skills are supported well as the childminder takes the children out and about within the community, such as the local parks and farms.
- The childminder supports children to wash their hands prior to eating and

teaches them how to feed themselves independently. Children develop good independence skills. They enjoy mealtimes together, where they consume foods brought in from home. The childminder sits with the children mostly, however, at times, her deployment is not always fully effective to support children's overall well-being. Regardless of this, children receive good messages from the childminder to help them learn about how to be safe, such as not running inside.

- The childminder has a good understanding of the importance of working in partnership with other professionals involved in children's care and education. She has built strong links with the local schools and nurseries, through regular exchanges of information and progress reports. This helps children to smoothly transition on to the next stage of their education.
- The childminder evaluates her provision well. She continually reflects and evaluates on her practices and regularly rotates toys and resources for the children to ensure they are excited and challenged. Furthermore, the childminder keeps up to date with her training and any changes in early years education by attending regular forums.

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:

- improve interactions with children during activities and daily routines, to give them the time they need to think about, and answer questions, to enable them to speculate, test their ideas and challenge their thinking
- review deployment and supervision at mealtimes to ensure that effective health routines are consistently followed.

Setting details

Unique reference number	2710558
Local authority	Oxfordshire
Inspection number	10392191
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Witney, Oxford. She operates from 8am to 6pm on Monday to Friday, all year round.

Information about this inspection

Inspector

Tracy Bartholomew

Inspection activities

- The childminder explained the curriculum during a learning walk with the inspector.
- The childminder and the inspector completed a joint observation of an activity together and afterwards, discussed the quality of teaching and learning.
- Children engaged with the inspector in the activities they took part in.
- Parents' views were obtained through available letters left for the inspector.
- The childminder shared relevant documentation and reviewed evidence of the suitability for the childminder and householder.

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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