

Childminder report

Inspection date: 24 April 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 warmly welcomes children into her home. She gets to know them and their families well before they start in her care. This enables her to understand their routines and interests, and to provide the continuity from home that helps children settle and feel emotionally secure. The warm attachments between children and the childminder are evident in how content the children are. Children clearly enjoy the childminder's company and their time in her care. They are inquisitive and keen to explore and learn.

The childminder understands the importance of identifying what she wants children to learn, based on where they are developmentally and any gaps in their skills. She also understands the importance of introducing children to new experiences and places, to help widen their interests and knowledge. She takes all of this into account when planning a curriculum that is broad and suitably ambitious for all children. Underpinning this is a strong commitment to supporting children's language development. Children show they are learning well from the childminder. For example, they become increasingly confident to express their needs and learn new skills, such as using cutlery to feed themselves.

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

- The childminder consistently helps children learn new words and develop their conversational skills. She talks clearly to children about what they can see and are doing. She takes into account their age, modifying her speech accordingly. For example, she focuses on single words with very young children and then speaks in slightly longer sentences as children progress. She ensures children have daily opportunities to sing and listen to stories, in order to further enhance their language skills.
- The childminder accurately assesses what children most need to learn next. However, sometimes, when planning specific activities, she does not fully take this into account. In her enthusiasm to make activities interesting, she sometimes tries to cover too many different aspects of learning and the main intent becomes a little lost. This impacts on children's ability to focus and learn to the best of their ability.
- Children benefit from being cared for by a childminder who is clear about what she expects of them and what they need to do next. This helps children learn about expected behaviour and also helps ensure routines run smoothly. For example, because the childminder has the same routines before meals and after nappy changing every day, children remember what they need to do and happily comply with handwashing.
- The childminder plans a wide range of outings into the local community. She plans these to broaden children's knowledge and to help them learn about the

local environment. Children enjoy trips out to local groups, farms and open spaces.

- Although the childminder marks a range of festivals, she has not yet fully developed her curriculum in this aspect. For example, she has not yet identified clearly what she wants children to learn and remember about their own and other cultures from taking part in these experiences. This means that while the childminder ensures that children's own uniqueness is celebrated and respected, children are not being fully supported to learn about the diverse world in which they live.
- Partnership working is a real strength of the childminder's practice. Right from the start, she forms warm, professional partnerships with parents. She provides parents with guidance and support as they navigate developmental milestones with their children, such as toilet training and weaning. She talks with parents about specific skills she is working on with their children, so that they can continue this support at home. She has also developed useful working relationships with staff at nurseries children also attend. She ensures there is a useful two-way flow of information that helps provide continuity to children's care and learning.
- Since registering, the childminder has actively sought out professional development opportunities. She has learned a lot from these and has used her enhanced knowledge to develop her teaching, to the benefit of children. She has developed a detailed understanding of how to identify and support children who may need extra help to achieve to their full potential. She has developed a secure understanding of how children acquire language, and her role in supporting this.

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:

- focus more precisely on what children most need to learn next when planning and delivering some learning experiences
- plan a wider range of experiences that help develop children's understanding of diversity, and the similarities and differences between themselves and others.

Setting details

Unique reference number	2717258
Local authority	Oxfordshire
Inspection number	10392302
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bodicote, near Banbury, Oxfordshire. She offers care from 7.30am to 5.30pm, Monday to Friday, throughout the year. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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