

Childminder report

Inspection date: 23 June 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 welcoming and fun environment for the children in her care. She has good relationships with the children and their families and uses the information she gathers from parents to help children's learning and development excel. Children are happy and engaged in a broad range of activities that spark their imagination and support their learning. Activities are well balanced and incorporate a good mix of adult-led and child-initiated play. Young children are encouraged to join in with group activities, such as crafts, which helps them to develop a strong sense of belonging. The childminder sits with the youngest children to help maintain their attention and support their learning.

Children are kind and considerate to one another. They share resources and laugh and chatter to each other through play. They show that the childminder is important to them as they ask her for a cuddle, and they respond to the warmth and attention she provides. The childminder is a good role model. She actively promotes children's communication, language and early literacy development effortlessly through engaging conversations and consistent narrative as they play. Children show that they are confident and feel safe in the childminder's home as they self-select resources and explore with ease.

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

- The childminder clearly understands what she wants children to learn before they move on from her setting. She has a clear intent and embeds this well into her curriculum to support children's development. She knows children well and understands what they need to know next. She is reflective of her practice, and she evaluates activities at the end of the day to maximise the best outcomes for children.
- The childminder supports children's curiosity, motivation and perseverance during activities effectively. She carefully interweaves learning through play, such as counting and talking about shapes and sizes as children explore with construction materials. This enhances their mathematical development. The childminder does not support children's knowledge and understanding of different forms of technology as well as other aspects of their learning.
- The childminder provides good opportunities to develop children's small physical skills as children explore with dough, use tools for purpose and make marks with chalk. Activities such as these help children to be imaginative while helping them to develop the muscles in their hands for future writing.
- Children behave well and are developing some good friendships. For example, babies and younger children squeal with delight as they play peekaboo together using scarves. Children receive a good amount of praise and encouragement from the childminder, which in turn supports their self-confidence.

- The childminder supports children's good health well. For example, she ensures that children go outside daily to play and explore in the fresh air. Children enjoy regular outings in the community, which include visits to the local woods, parks and community group times. Children know the routines and adjust to these well. For instance, they help when the 'tidy-up song' comes on and are aware of the expectations for sitting in their high chairs for mealtimes. However, the snack-time routine is not as well organised as that at lunchtime in maximising children's health and learning.
- Partnerships with parents are strong. The childminder clearly has good relationships with parents, as shown from their very positive written feedback. The childminder shares information about children's development with parents verbally and through a personalised communication book. Children who attend other early years settings benefit from a shared approach to their learning, as the childminder links and works collaboratively with them to promote a consistent approach to learning.
- The childminder understands the importance of keeping her knowledge and training up to date. She readily seeks training to improve her knowledge and skills and has recently completed a professional development programme, which has helped her to review her practice and enhance children's outcomes. In addition, she attends regular seminars to keep her knowledge and skills up to date.

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:

- extend opportunities to build on children's understanding of the world, in particular to raise their awareness of technology
- review snack time to ensure that there is a fully consistent approach to promoting children's good health.

Setting details

Unique reference number	2720323
Local authority	Oxfordshire
Inspection number	10388730
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2013. She lives in the Long Hanborough area of Oxford. She provides care from Monday to Thursday, from 7am to 5.30pm, and operates her service 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 discussed the quality of teaching and learning afterwards.
- The children spoke to the inspector about the activities they took part in.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025