

Childminder report

Inspection date: 15 July 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 understands that for children to learn well they first need to feel safe, valued and welcome. She gets to know children and their families well before children start in her care. She ensures she understands children's eating and sleeping routines so she can provide consistency to their care between their home and her home. She shows great delight in seeing the children each morning. Children share their news and eagerly enter her home. All of this strong practice results in children who are very settled, and happy to spend time with the childminder.

The childminder plans a detailed and ambitious curriculum for all children. She carefully plans for children's social, language and physical development. She also plans how she can introduce children to different experiences, places and people, in order to extend their knowledge of their local community and the wider world. Children gain a very broad and useful set of skills and knowledge, in preparation for the next stage in their learning journey. The childminder is very successful at helping children learn to manage their emotions and consider the needs of others. She offers firm but gentle guidance as children learn to share. She teaches children the words they need to describe their feelings and play cooperatively. Children behave very well for their age. They show they are developing well into considerate young citizens.

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

- The childminder understands how important children's language development is to their all-round development and ability to access other aspects of learning confidently. She is very skilled at supporting children's speaking and listening skills. She models clear words and enters into thoughtful back-and-forth conversations with children. She adapts her interactions very well to the particular needs of children. For example, when needed she focuses on supporting clear pronunciation, without in any way dampening children's confidence to chat and interact.
- Mathematics is very well embedded into the childminder's curriculum. She identifies all the different skills children need to use numbers and mathematical concepts to solve mathematical problems. She threads highly effective teaching in this regard through activities and routines. Children show they are learning well from this approach, they apply what the childminder has taught them in their own play.
- Overall, the childminder ensures resources and experiences are well matched to children's current learning needs. Occasionally, when planning adult-led activities she does not fully consider if the resources she provides will best enable children to take part, focus and learn well. For example, children struggle to use the

malleable materials provided to create water pots. At these times, teaching is a little less effective.

- Books and stories are given a high priority by the childminder. Children delight in bringing in favourite books from home to share. Children ask for stories and excitedly snuggle up with the childminder to listen to her read. The childminder gives children plenty of opportunities to ask questions and comment on the illustrations. This builds children's vocabulary, helps them make links between words and pictures, and ensures they develop a love of books and stories.
- The childminder provides a well-considered learning environment. She carefully plans what resources to make available to children, so as not to overwhelm them with too much choice. Children carefully choose what to use and focus and concentrate well in the calm, yet inviting environment. This helps build positive attitudes to learning.
- The childminder keeps children safe. She supervises them closely and ensures her home is secure. She plans well to give children opportunities to evaluate risks for themselves. For example, she explains how at parks she helps children evaluate for themselves if they are confident to use equipment. This helps children develop an understanding of their own personal safety. The childminder supervises children closely around technology. However, she has not yet considered how to teach children about the potential risks they may come from the increasing role technology is likely to play in their lives, to further enhance their ability to keep themselves safe.
- Partnership working is a real strength of the childminder's practice. She regularly shares information with staff at settings children also attend. She builds highly effective partnerships with parents, regularly sending home resources for them to use to further build on children's learning. Parents are full of praise for the care the childminder shows their children and the progress they make.

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:

- sharpen the planning for some activities to more closely match resources and intent to the age and stage of development of the children taking part
- incorporate into the curriculum opportunities for children to develop an age-appropriate understanding of online and digital safety.

Setting details

Unique reference number	2729634
Local authority	Oxfordshire
Inspection number	10399745
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Bloxham, Oxfordshire. She operates all year round from 8am to 6pm, Monday to Tuesday. She holds a relevant childcare qualification at level 6.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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