

Childminder report

Inspection date:

29 September 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 and demonstrate a strong sense of belonging in the childminder's home. They separate from their parents with ease and enjoy cuddles on arrival. The childminder knows children's preferences and ensures that she caters for these when considering their next steps in learning. For example, when children enjoy role playing families, she provides a home corner with dolls and equipment. This includes nappies and potties, which helps children to begin to learn about toileting or using a potty. Consequently, children feel comfortable in their surroundings, access toys and resources with confidence, and meet their learning milestones.

Children enjoy an ambitious and varied curriculum. The childminder praises the children frequently and encourages them to embark on new and different activities to broaden their experiences. For instance, she suggests that they use cardboard boxes as aeroplanes. She asks children to re-enact holiday experiences together while extending their play using questions about how it feels and where they are going. The childminder supports children's imaginative skills and communication/language development well.

The childminder acts as a positive role model and the children benefit from her calm and caring approach. She expects the children to use manners and they do so willingly. Children enjoy joining in with her handwashing and tidy-up songs. They relish taking on new responsibilities for themselves, such as spreading butter on their own toast. The childminder supports their independence skills well.

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

- The childminder is clear about what she wants the children to learn. She uses information gained from parents to adapt her practice to individual children's needs, including for children with special educational needs and/or disabilities. Consequently, all children settle well in the childminder's care and make good progress from their starting points.
- The childminder supports children's good health. Children enjoy the nutritious meals that she plans daily and know when to wash their hands. They gain a good understanding of the importance of oral health through activities at her home setting and during planned trips to the local dentist. Children are gaining a good understanding of how to lead a healthy lifestyle.
- Children benefit from opportunities the childminder provides outside of her home. She is passionate about teaching children about equality and diversity and ensures these visits support children's understanding of this. For example, she takes children to visit places of worship, such as churches and temples. They visit Chinese supermarkets for Chinese New Year and local towns that are visibly

celebrating Diwali. Children gain a good understanding of people and communities beyond their own.

- The childminder models clear expectations for children's behaviour. However, occasionally, she does not help children to understand how their actions may affect others. When this happens, children have fewer opportunities to learn about managing their own behaviour.
- The childminder uses frequent observations and assessments to determine future planning. She tailors her curriculum to individual children's next steps and skilfully adapts activities to meet these needs. For example, when singing counting songs, some children count reliably by themselves, while the childminder supports others with resources and her fingers.
- Children are afforded lots of opportunities to be physically active. They run, ride and balance in the garden, frequently go on walks around the village and play in parks. The childminder also plans lots of activities to develop children's small-muscle skills. For example, children learn to use chalks to create patterns on the garden paths and scoop and release sand with small digger toys. The childminder supports children's physical development well.
- Partnerships with parents are strong. The childminder recognises the importance of developing positive relationships with parents before children even start at the setting. Parents are regularly informed about their child's progress and how they can best support their children at home. Parents are highly satisfied with the care that the childminder provides.
- The childminder works closely with the early years local authority advisors and other childminders. This helps her to gain knowledge and skills and share good practice. The childminder is reflective and dedicated to ongoing development. She attends a variety of courses, including those to help incorporate music into her curriculum to support children's learning. This further supports her own professional development and helps her to offer the best service possible.

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:

- develop practice further to consistently encourage children's understanding of how to make positive behaviour choices.

Setting details

Unique reference number	2738608
Local authority	Oxfordshire
Inspection number	10407579
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in a village in South Oxfordshire, near to Reading, Berkshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childminding qualification and offers government funded places.

Information about this inspection

Inspector

Zoe Abraham

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable for children.
- The inspector observed a planned, adult-led activity and provided feedback to the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector through verbal and written feedback.

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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