

Childminder report

Inspection date:

25 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 form close relationships with the nurturing childminder, who works hard to ensure that children feel confident and secure in her care. The childminder provides clear boundaries for children and has a consistent approach to promoting appropriate behaviour. Children receive an abundance of affection and praise for their efforts and achievements throughout the day, demonstrating they feel safe and secure. Children from a young age begin to develop confidence and high self-esteem.

The childminder has clear intentions for children's learning. She supports children to develop good levels of communication and speech. The childminder is skilled at introducing new words to build on children's exposure to rich language opportunities. For example, she encourages lots of conversations that prompt children to start to use their own increasing range of words. This supports their developing language skills.

The childminder offers children learning experiences she knows they will enjoy and that will encourage them to focus for periods in line with their age and stage. For example, children enjoy posting a range of coloured sticks. In addition, young children explore dough. She models kneading and rolling and children enjoy the experience as she engages them with tools, such as rolling pins, and cutters. Children are developing a love for books. The childminder is animated as she reads a range of favourite books. She uses puppets to engage with young children and children visit the library with her weekly.

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

- The childminder provides a carefully planned curriculum to consistently build on children's knowledge and skills. She offers children focused activities and support to help children achieve their next stage in their development. The childminder has a sound knowledge of child development and uses this well to support and guide the children in her care. The childminder checks children's understanding and provides clear explanations and demonstrations to support their progress.
- The childminder is a passionate practitioner. She is friendly and welcoming, and children form positive relationships with her. Children enjoy spontaneous cuddles with the childminder. This supports children's emotional well-being effectively.
- Children's behaviour is very good. The childminder is a positive role model and her expectations for every child are high. For example, she encourages children to say please and thank you from a young age. Children practise their turn-taking and sharing skills. The childminder praises children's kind actions and words, which motivates them to act in a similar way again.
- The childminder supports children to develop their independence with hygiene

routines, including wiping their faces and washing their hands. For example, she sings songs to support young children in their early understanding of wiping germs away. The childminder interacts well with children and uses effective teaching methods to encourage them to complete tasks themselves. Children from a young age, attempt tasks themselves, such as using age-appropriate cutlery at mealtimes and drinking cups. The childminder is patient and encourages children to persevere. For example, young children sip water from open cups as they sit with the childminder.

- Overall, parent partnerships are strong. The childminder shares regular information on the children's developmental progress through her online application. Parents comment positively on how their children have grown in confidence, since attending the setting. However, there are less opportunities of how parents can support their children's learning at home, to ensure there is a more consistent approach to learning.
- The childminder promotes diversity in an engaging manner. She encourages children to explore and taste foods from various cultures. Additionally, the childminder teaches children about experiences they may not have previously encountered. For example, children enjoy trips in the community by taking public transport and using the bus, to visit neighbouring villages.
- Although the childminder attends mandatory training, such as first aid and safeguarding, she has not established a targeted programme of professional development to consistently improve her good knowledge and skills to the very highest standard.
- The childminder places an importance on children learning about their community and the wider world around them. Children attend a weekly toddler group and take regular walks in the surrounding areas where they have the freedom to explore in their play and learning. For example, children visit the castle grounds and feed the ducks.

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:

- provide more detailed information to parents about how they can support children's learning at home further
- make further use of targeted professional development opportunities to improve knowledge and skills to the very highest standard.

Setting details

Unique reference number	2738689
Local authority	Oxfordshire
Inspection number	10399950
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Wallingford, Oxfordshire. The childminder operates Mondays, Tuesdays and Thursdays from 7:45am to 5:45pm all year round, except for bank holidays and family holidays. She receives government funding to provide early education for children aged from nine months. The childminder has an appropriate level 3 qualification in childcare.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the childminder, through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector talked to the childminder and children at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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