

Childminder report

Inspection date: 13 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the childminder has made extensive efforts to improve her curriculum. She has a broad intent for what she wants children to learn. This focuses on teaching children respect for each other, the environment and the wider world. This approach encourages children to develop excellent emotional literacy. Children display kind and caring attitudes towards each other, younger children and animals. They learn from hands-on experiences, such as raising chickens from eggs and butterflies from caterpillars. They learn about life cycles and how to care for creatures. Children are fascinated by this and excitedly recall their experiences.

The childminder models language well. She talks to children, asking them questions, introducing them to new words and giving a commentary to their learning. When children learn English as an additional language, the childminder comfortably goes between children's home language and English, ensuring that children understand. As a result, all children are developing into confident talkers.

Children's behaviour is excellent. They know and understand the daily routine from a very young age and cooperate willingly with changing clothes, nappy changing and tidying up. This is because the childminder includes them, prepares them well for change and shows them respectful care.

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

- The childminder explains complicated ideas in meaningful ways. For example, after learning about animals, children play a game where they use warm water to rescue toy animals trapped in ice. When doing so, the childminder successfully expands on their knowledge, explaining about the differences in animals and introducing new words, such as 'rescue', 'endangered' and 'escape'.
- Activities engage children. All play together because the childminder plans opportunities for children to learn at their own pace and level, relevant to their age. Young children enjoy the sensory experience of playing with ice. They mouth the ice and explore the cold sensation on their tongue and hands. Older children use problem-solving skills to work out how they can speed up melting the ice to free the plastic animal inside. Throughout, children remain engaged and excited by their learning.
- Children are making good progress, and the childminder knows exactly what children need to learn next. The curriculum is well planned to encourage children's next steps. Young children make especially good progress in their physical skills and show a great deal of confidence and self-assurance. They share warm and affectionate relationships with the childminder and her family.
- Technology is used with good effect to help embed children's prior learning. The childminder knows a great deal about children's home lives, cultures and

backgrounds. She embraces ideas from different cultures and provides extensive opportunities for children to learn about the things that make them similar and different to others.

- Children follow a predictable routine that they know. The childminder encourages all children to sleep at the same time. Sometimes, her time is taken up with personal care tasks prior to children sleeping. This means children do not have supported opportunities to unwind, relax and prepare for sleep. Furthermore, some children are not always ready to sleep, and the routine does not fully suit their individual needs.
- The childminder is very well-organised and professional in her approach. She works effectively in partnership with her local authority to improve and develop her practice. She has made good use of training, webinars and online resources to extend on her knowledge and skills. The childminder has successfully addressed the weaknesses raised at the previous inspection and is proactive and motivated to continue to improve her provision over time.
- The childminder works effectively with parents and shares a wealth of information with them to provide children with consistency in their care and education. Parents say they feel confident in the care the childminder provides and recognise the good progress children make in their development.
- The childminder displays an informed, uncompromising approach to safeguarding. She has extensive knowledge of how to recognise and respond to any concerns about children's safety and welfare. As a result, she provides a safe environment for children.

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:

- encourage a routine that is more flexible and based on children's individual needs for rest and sleep.

Setting details

Unique reference number	2756946
Local authority	Oxfordshire
Inspection number	10365769
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 August 2024

Information about this early years setting

The childminder registered with Ofsted in 2023 and was previously registered with a childminding agency. She lives in Upper Heyford, in Oxfordshire. The childminder may work with her husband, who is her registered assistant. The childminder operates Monday to Thursday, throughout the year, from 7.30am to 6pm. The childminder offers government funded places for children aged nine months to four years.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. Throughout the inspection, the inspector spoke with the childminder and children at suitable times.
- The views of parents were obtained through written feedback and discussions.
- The inspector reviewed required documentation, including evidence regarding the suitability of the childminder and household members.

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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