

Childminder report

Inspection date: 21 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder builds warm relationships with children. Her gentle manner and encouraging words make children feel welcome. Children become increasingly confident to explore the resources on offer. They know the childminder is always nearby to offer support and encouragement if needed. The childminder uses routines effectively to help children understand what is expected of them. Children are helpful, and increasingly independent. They help to tidy up and know where to put their shoes when coming back inside from the garden. Children behave well and show they see the childminder as someone they can trust.

The childminder assesses children's progress and identifies next steps for their learning. A strength of the childminder's practice is her support for children's language development. This includes for children who speak English as an additional language. She adapts her interactions to the age and stage of development of children. For example, when supporting younger children she focuses on modelling words that link to what they can see or what they are doing. She leaves appropriate gaps between what she says for children to think and repeat or respond. Children grow in confidence to try out new words and make their needs and views known.

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

- The childminder accurately identifies if children may need some extra support with some aspects of their development. She then plans accordingly so that there is a focus on these areas of learning, to help children develop well. For example, the childminder identifies when she needs to focus on children's behaviour or language development.
- Children develop a love of books. The childminder places a high priority on reading to children. Overall, she chooses books that are well matched to children's current levels of understanding. This helps children focus and enjoy these times. Children curl up with the childminder. They enjoy pointing to illustrations and repeating the words and phrases the childminder reads to them. This helps children's early literacy development, as well as supporting their speaking and listening skills.
- The childminder plans a broad curriculum that covers the different areas of learning. However, she does not precisely plan what skills or knowledge she will teach next, in order to help children gain the overall skills she wants them to. This means that, although children learn well, teaching is not always clearly focused on what children would most benefit from learning next.
- The childminder offers a highly inviting learning environment that promotes children's focus, perseverance and concentration well. These are all skills that children will find very useful when they start nursery or school. The childminder

carefully chooses resources that encourage exploration and can be used in lots of different ways. Children focus hard as they use resources to tip, pour and collect. They use simple wooden figures to create imaginary games.

- The childminder promotes an interest in a healthy diet effectively. She uses mealtimes to talk to children about what they are eating, focusing on delivering positive messages around healthy choices. This helps build healthy habits in children.
- Children's care needs are met very well. The childminder follows robust hygiene routines. She meets children's personal care needs with dignity, ensuring a suitable level of privacy for children. She also uses these times to help children prepare for beginning to be more independent in meeting their own care needs. For example, she talks them through step-by-step what she is doing, which helps children understand what they will soon begin to do for themselves.
- The childminder keeps children safe. She supervises them closely and helps them manage risks for themselves, such as climbing steps. Although she supervises them around technology she has not considered the need to help young children prepare fully for the increasing role technology will play in their lives and how to recognise any potential risks that come from this.
- Parents are full of praise for the childminder. They consider their children to be very safe and happy in her care. The childminder ensures they are informed about their children's progress and how they can further support learning at home. She ensures there is an effective two-way sharing of information about children's needs and development, so that there is continuity of routines for children. This further supports children's sense of belonging.

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:

- strengthen understanding of how to precisely plan for some areas of learning, to improve further the delivery of the early years curriculum
- provide children with age-appropriate opportunities to learn how to stay online and when using technology.

Setting details

Unique reference number	EY217357
Local authority	Oxfordshire
Inspection number	10398854
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2002. She lives in Banbury, Oxfordshire. She offers care from 8.30am to 4.30pm, Monday to Wednesday, term time, and some weeks of the school holidays. The childminder offers funded early education for children aged nine months and above.

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.

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