

Childminder report

Inspection date: 13 March 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

Children are happy and settled in the warm and welcoming environment. They flourish as they engage in a range of interesting and exciting activities.

The childminder has developed her curriculum to build on children's skills and knowledge, to support them in making good progress. She uses observation and assessment to know and understand children's current skills and plans her provision to support their learning and development across all areas of the early years foundation stage.

Children particularly enjoy exploring activities that promote oral health, reflecting on a recent visit to the dentists with the childminder. They observed the dentist completing an oral health check. They practise cleaning toy teeth with toothbrushes and checking them with mirrors.

The childminder has high expectations of children's behaviour. She helps them to understand about sharing and taking turns from an early age. The childminder knows children well and is attentive to their needs. For example, the childminder recognises when children are hungry or tired and adapts daily routines to meet these needs.

Children benefit from exploring the local area. The childminder takes the children on many outings to visit local bakeries, the library and play groups where children learn about the world around them and the people in it.

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

- The childminder has successfully strengthened her practice and engaged in further learning to support her professional development. This has helped her to create a broad curriculum that is ambitious and covers all areas of learning. The childminder makes good use of ongoing observation to assess what children know and to identify their next steps. Where she identifies gaps in learning, the childminder works with parents to provide a targeted approach to ensure all children receive the necessary support. However, at times, she does not target her support to focus on what each child needs to learn next as they play which means children lose interest and move on to another activity.
- The childminder reads a range of stories with enthusiasm to support children's communication and language skills. Children enjoy looking at books and recalling familiar parts of the story. The childminder asks questions and introduces new vocabulary to that help secure children's current skill and build on their next steps.
- Children benefit from good support to understand mathematical ideas, such as

shapes and colours. For example, the childminder talks with children about the colours they can see, and encourages them to mix their colours with paint in the garden.

- The childminder supports children's physical development, Children learn hand-eye coordination as they play with bats and balls. The childminder explains to children about watching the ball and having their hand and arms ready to swing the bat. Children show excitement and achievement as they practise throwing and hitting the balls. The childminder praises and encourages children for their success and this build their confidence and self-esteem.
- Children are beginning to learn about good hygiene practices. She supports children to develop their independence with hygiene routines, including wiping their noses and washing their hands. The childminder supports children to learn about good hygiene practices. She supports them to develop their independence and self-care routines. This includes teaching them the importance of wiping their noses and washing their hands. The childminder talks to children to make sure that they are understand and are comfortable with care routines, such as nappy changes.
- Children are eager and curious and show pride in their achievements. They confidently share their knowledge, such as singing favourite songs and playing instruments to the rhythm of their chosen song. The childminder joins in with singing and encourages children's creativity in making music.
- Parents comment positively about the care and support their children receive. They are confident that their children are happy, safe and settled in the care of the childminder. They receive regular feedback and information about their child's day and their progress. The childminder nurtures positive relationship that are supportive and effective in working together to support children's learning and development.

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:

- target the support given during children's play and daily experiences to more precisely focus on their identified next steps for learning.

Setting details

Unique reference number	EY262478
Local authority	Oxfordshire
Inspection number	10353578
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 May 2024

Information about this early years setting

The childminder registered in 2002, and lives in Banbury, Oxfordshire. She offers care 7.30am to 6pm, Tuesday to Thursday, throughout the year. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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