

# Childminder report

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Inspection date: 31 March 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a welcoming and nurturing environment for children. She gathers detailed information from parents about children's likes, dislikes and their care routines at home. This helps children settle with ease. The childminder is highly attentive to their needs. For example, she recognises signs when babies are tired or hungry and works around them. This makes children feel comfortable, safe and secure in her care.

Promoting children's love for learning is a key aim in the childminder's carefully designed curriculum. She treats all children as unique individuals and follows their lead, knowing how they each learn best. Children freely make decisions based on what they would like to play with. For example, those who enjoy mark making access chalks of different colours to draw. They like to talk about their drawings. This shows children's developing understanding that marks carry meaning.

Children of all ages demonstrate impressive social skills. Even the youngest ones arrive with a big smile, cheerfully greeting their friends. The childminder has high expectations for children's behaviour. She reminds them to use their manners and be positive towards others. For instance, children are guided to politely ask their friends if they can share a toy. They respond well to this approach.

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

- The experienced and committed childminder completes regular training to enhance her existing good skills and knowledge. She ensures continued professional development training for any assistants working with her. This has helped everyone to successfully adapt their practice and apply teaching skills that suit each child's needs to make good progress.
- There is a strong emphasis placed on supporting children's personal, social and emotional development. Children's self-help skills are progressing very well. Their perseverance is evident when they try to put on and take off their shoes. Older children capably use the toilet and know how to thoroughly wash their hands. For children's emotional development, the childminder encourages conversations about feelings, such as what would make them happy if they are a little sad. This helps prepare children for their next stage in education.
- Children develop a true love for books. They enjoy stories read enthusiastically, giggle at the funny parts and eagerly point at pictures. They repeat the words they hear and begin to apply them. Children are particularly fond of rhyming and adding their own words. Their thinking is promoted well as they are asked questions about the story, such as what will happen next. In this way, children broaden their vocabulary.
- Outdoor learning is an important feature at this setting. Children show increasing

confidence and control as they work out their capabilities, such as repeatedly attempting to climb up and go down the slide. There are a variety of wheeled toys for children to choose from, such as tricycles, which help to boost their energy and body coordination. However, although children access the outdoors daily, the range of activities in the garden are not always consistently planned to ignite or meet all children's learning needs.

- The childminder takes children on regular outings to enhance their learning experiences about nature, such as feeding ducks or going to a farm. Children also meet people from different walks of life when out and about. The childminder has books and other resources related to different cultures and traditions, such as Ramadan. Although this is the case, her curriculum does not fully reflect the diversity of cultures and languages represented at her setting and in the wider community. This means that children do not fully benefit from opportunities to help raise their understanding of faiths and cultures or make comparisons between their own home experiences and those of others.
- Relationships with parents are positive and effective. The childminder keeps parents well informed of their children's day, as well as their next steps in development. She offers ongoing advice and guidance, which enables parents to support children's development at home. For example, parents and the childminder apply similar strategies to support babies who are learning to walk. This collaborative way of working helps to successfully promote children's continuity in 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:**

- strengthen planning of the outdoor area to offer more challenging and exciting experiences that build on what children already know and can do
- enhance the curriculum further to develop children's understanding of diversity to help prepare them for life in modern Britain.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY339693                                                                          |
| <b>Local authority</b>                             | Oxfordshire                                                                       |
| <b>Inspection number</b>                           | 10375822                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 3 May 2019                                                                        |

## Information about this early years setting

The childminder registered in 2006. She lives in Langford Village, Bicester, Oxfordshire. The childminder offers care Monday to Thursday, from 8.30am until 5.30pm, all year round. She works with her husband, a registered childminder, and a maximum of four assistants at any one time. She has a recognised early years qualification at level 6. One of her assistants holds an appropriate qualification at level 3. The childminder is eligible to receive funding to provide early education for children aged nine months to four years.

## Information about this inspection

### Inspector

Sonia Panchal

## Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they 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 foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during lunchtime.
- 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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