

Childminder report

Inspection date: 14 August 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

The childminder and those who she works with demonstrate positive behaviour and attitudes in all their interactions, setting a clear example for children to follow. The childminder shows patience and respect during conversations, listens attentively, and encourages children to express their thoughts and feelings.

Children benefit from the caring and nurturing environment the childminder provides. She gets to know the children well and is sensitive to their needs. Children enjoy cuddles and receive reassurance when needed. This helps children to feel a sense of belonging and feel safe and secure. Children express happiness and confidence, eagerly engaging in activities together. For example, children work as a team to break large ice cubes and discover which animal is hidden inside. They eagerly take turns and offer encouragement to one another, which shows their respect and kindness in play.

The childminder promotes children's communication and language skills well. She sparks conversations, asks children questions, and gives them time to think and respond. She initiates back-and-forth interactions with children, introducing sounds and new words. The childminder sings with children and shares stories. This supports children to extend their vocabulary and become confident communicators.

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

- The childminder has worked hard to develop the weaknesses identified at the previous inspection. She ensures that tracking and monitoring of children's progress is monitored and that those she works with reflect collaboratively on the systems in place. She adapts and enhances these systems to ensure that she can accurately identify any gaps in children's learning and address these swiftly.
- Children with special educational needs and/or disabilities (SEND) are well supported. The childminder adapts her methods of communication to ensure that children with SEND are able to understand the daily routine and fully participate in activities, such as using simple words and early signing. Children with SEND have targeted plans for their learning, which are shared with parents and any outside agencies. This helps to ensure that everyone is able to offer the correct level of support for children.
- Children have access to a large outside space. Generally, children enjoy their time outside. For instance, they enjoy climbing up and down the slide and playing in the sand. Children make good use of the space to run around. This helps to support their physical development. However, the childminder does not plan and organise the outdoor curriculum as well as she does the indoor curriculum. As a result, the area is not stimulating enough to engage children

fully in their learning.

- The childminder supports children to develop the skills they need so that they are well prepared for their next steps in learning and, when the time comes, their move to school. However, some planned activities are too ambitious for the younger children. Therefore, some learning does not accurately reflect children's stages of development.
- The childminder promotes healthy lifestyles. She sits with children so that mealtimes are sociable events. She provides children with hot lunches and ensures that children have a varied and nutritional diet. Children develop their independence through everyday tasks and personal care routines. For example, older children spontaneously wash their hands after toileting, and younger children excitedly select and put on their own shoes for outdoor play.
- The childminder further supports children in recognising, understanding and managing their emotions. She models calm and respectful behaviour during interactions, showing children how to respond thoughtfully in different situations. For example, when children become upset or frustrated, she gently guides them to express their feelings in words, offering reassurance and asking open-ended questions to help them identify and name their emotions.
- The childminder has good partnerships with parents and gives them regular updates on children's activities and progress. She gives daily updates on children's learning, eating and sleep times. The childminder works closely with parents to support children's development in areas such as toilet training.
- The childminder is strongly committed to maintaining good knowledge and skills. She has attended various training courses to enhance her professional development. For instance, recent training has improved her knowledge and understanding of child brain development. The childminder reviews her work regularly, including feedback from parents, and sets goals for improvement.

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:

- plan the outdoor curriculum even more effectively to ensure that all children have opportunities to extend their learning through engaging and challenging activities
- further develop planned activities to ensure that they are age-appropriate and accurately reflect children's next steps in learning.

Setting details

Unique reference number	EY388018
Local authority	Oxfordshire
Inspection number	10374221
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 November 2024

Information about this early years setting

The childminder registered in 2009. She lives in Bicester, Oxfordshire. The childminder offers care from 8am to 6pm, Monday to Friday, all year round. She works with an assistant. The childminder provides funded early education for children from the age of nine months. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder took the inspector on a learning walk of her provision and explained her curriculum.
- The inspector took parents' written views into consideration.
- The inspector held a leadership discussion with the childminder.
- The inspector sampled a range of documents and children's records.
- The inspector observed interactions between the childminder and the children.
- The inspector observed the quality of the education being provided and assessed the impact that this is having on the children's learning.

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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