

Childminder report

Inspection date: 14 July 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

The childminder has not notified Ofsted about all adults living in her home. As a result, Ofsted has not been able to complete the necessary checks on their suitability. The necessary Disclosure and Barring Service checks have not been completed. This does not safeguard children and compromises their safety.

The childminder shows a poor understanding of her role as an educator. She is not clear about what she wants children to learn, or how she is going to build on their existing skills and knowledge. Although the childminder plans some themes and topics she is not clear about what she wants children to learn from these. For example, although she plans a topic around numbers and counting she is not clear about what mathematical skills or knowledge she wants children to learn or remember. Although children show some enjoyment in the activities and resources on offer the childminder struggles to maintain that interest. This results in children becoming fractious and there are increasing low-level disagreements over toys and turn-taking. However, overall, the childminder is an effective role model when it comes to developing children's language. She speaks clearly, takes account of what children say and encourages back-and-forth conversations. Children show they are confident to be in the childminder's home. They enjoy her company and relationships are warm and kind.

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

- There are long-term adult household members who have remained unknown to Ofsted for a significant period of time. This means that checks on their suitability have not been completed. Although the childminder ensures they are not alone with children, this still poses a risk to children's safety and is a breach of the requirements of the early years foundation stage.
- The childminder is not confident in her role in planning for children's learning. Although she makes broadly accurate assessments about children's current stage of development, she does not use this knowledge effectively to plan for the next steps in their learning. She focuses on providing children with resources they will enjoy and taking them out-and-about to stop them becoming bored. As a result, most of children's progress is incidental to what the childminder does.
- Due to weaknesses in the childminder's practice children's initial interest in activities is not sustained. The childminder has identified that some children need support to focus more but she does not encourage this effectively. For example, the childminder does not recognise when children would benefit from more encouragement to remain engaged at activities. When children are exploring resources the childminder does not engage in ways that keeps them interested and children soon wander off, often asking for food repeatedly. This is not helping children develop positive attitudes to learning.

- The childminder supervises children suitably. For example, she remains close to children as they eat and removes uneaten food from the table once children leave. She ensures children remain in sight or sound at all other times too. Resources are suitable for the ages of the children she looks after. She is also very kind and nurturing and children show they trust and like her.
- Overall, the childminder meets children's care needs effectively. She works with parents to support toilet training and organises her home to help children become more independent in meeting their own personal care needs. She follows suitable hygiene routines when changing children. She ensures children are wearing clothes suitable for the weather. During periods of very warm weather she ensures there is plenty of shade under which children can play.
- The childminder undertakes suitable training to ensure she is able to recognise and respond to concerns about a child's welfare. She has a suitable knowledge of the signs that a child may be at risk of harm. She understands how to share any such concerns, and the importance of doing so promptly.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with all necessary information to carry out suitability checks on all adult household members	21/07/2025
plan and deliver a high-quality, stimulating curriculum, that helps children engage well in their learning and to make consistently good progress.	25/08/2025

Setting details

Unique reference number	EY400125
Local authority	Oxfordshire
Inspection number	10399692
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	2 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2009 and lives in the Blackbird Leys area of Oxford. She operates 8am to 5pm, Monday to Thursday, all year round.

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.

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