

# Childminder report

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Inspection date:

8 September 2025

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children develop highly efficient self-help skills. The childminder encourages children to try for themselves. She provides enthusiastic encouragement and explanations to help children to persevere and manage for themselves. For example, children use the bathroom themselves, listening to instructions as to how to keep themselves clean. Children show extreme levels of pride when they exit the bathroom with a massive smile on their face having been to the toilet themselves.

Children are extremely eager and enthusiastic to learn. They thrive on exciting and challenging experiences provided by the childminder. She uses her accurate and extensive knowledge of children's interests, their preferred style of learning and what children need to learn and do to extend their development even further.

Children gain a wealth of experiences that they may not have at home. The childminder attends music groups to help support children's social skills. She enhances their understanding of negotiation and cooperation with others to develop friendships and appreciate other children's creativity and ideas. Children explore local nature areas with the childminder to extend their physical abilities, climbing and running down mounds to support coordination and use of space. They notice the differences in their environments and learn to assess the risks or hazards in these play spaces.

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

- The childminder adapts skills to change the level of support dependent on children's developmental stages. For example, children use their imaginations to act out the familiar story of 'Room on the Broom'. The childminder engages with each child and the group as a whole to change the questioning, challenges and play. This helps to support each child's next steps in their development. Older children recall the story using pictures to remember what happens next. Younger children use noises to interpret the animals in the story. Babies are engrossed in the active storytelling, intrigued by the tone of the childminder's voice. Every child is totally attentive to this activity, learning to share their play with sheer delight.
- The childminder uses intricate questioning to introduce new concepts to children's learning. She clearly understands how children learn and embed what they already know. She extends their experiences to the next stage in their learning. For example, the childminder provides reassurance, comfort and familiar experiences to support some children's confidence in new situations. This helps children to use their voices more confidently, sharing their ideas with others and taking on new responsibilities in social groups. For example, children use newly gained confidence to give out musical instruments to others in group

music sessions.

- Children's communication and language development is particularly strong. Children confidently commentate during their play, using complex vocabulary that the childminder introduces to them. Children who speak English as an additional language gain English vocabulary, relating these to pictures and photos. Young babies learn to hold conversations through shared play, modelling these from adults and older children.
- Older children are very caring and nurturing towards younger children. They take care when involving them in play. They listen to instructions from the childminder and understand the need to put small pieces away to keep younger children safe. Children show respect and responsibility for their play environments. They tidy away resources after they have used them, placing them where they know they belong.
- Children actively learn through making mistakes. They show strong determination to correct themselves and try again. For example, the childminder introduces patterns and sequencing using differently coloured and sized bears. Children find this challenging and change their play by using their own ideas of sorting the bears. The childminder simplifies the task to ensure that children's determination results in success. Children find patterns of size and colour as well as turning the bears around to face each other in a row.
- The childminder has a very positive attitude towards her ongoing development. She constantly reviews and reflects on her practice and how this impacts on children's progress. She accesses a wealth of information, training and professional courses to support her own curiosity in knowledge. She is an extremely positive role model in supporting children's attitudes to learning.
- The childminder works extensively and cohesively with parents and other professionals to provide vast experiences and opportunities for children to grow and learn. She consistently supports children's continuous learning through sharing information with other settings that children attend and those they are moving on to.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY406186                                                                          |
| <b>Local authority</b>                             | Oxfordshire                                                                       |
| <b>Inspection number</b>                           | 10399877                                                                          |
| <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 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 18 December 2019                                                                  |

## Information about this early years setting

The childminder registered in 2010 and lives near Banbury, Oxfordshire. She offers care from Monday to Friday, from 8am to 5pm, for most of the year. She provides funded nursery education for children from the ages of nine months.

## Information about this inspection

### Inspector

Claire Parnell

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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