

Childminder report

Inspection date: 3 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder makes children feel very welcome. She provides lots of interesting resources. She finds out about children's interests, favourite songs and routines, before they start in her care. She ensures these are incorporated into her plans so that there is familiarity to children's days as they make the transition from home to childcare. Children settle well and show they feel safe, secure and happy.

The childminder wants all children to achieve well. She plans a broad curriculum of learning with lots of focus on children's social and language development. The childminder consistently supports children to share, take turns and consider the needs of others. Children learn to manage their emotions and they behave typically for their age. They build friendships with each other. Children benefit from regular singing and story times, both in the childminder's home and at groups they attend in the community. Through regular practise, and reminders from the childminder, they learn to sit and focus well at these times. This helps ensure they get the most out of these learning experiences. The childminder uses these times well to introduce younger children to different words and sounds, such as the sounds animals make. Older children begin to understand the rhyme and rhythm to speech patterns. All of this contributes to children making good progress with their speaking and listening skills.

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

- The childminder teaches children effectively to do things for themselves. Children learn to wash their hands and use cutlery with control and purpose. They gather together what they need to get ready to play outside. Under the childminder's guidance, and clear instructions, children develop good levels of independence.
- The childminder plans effectively to ensure children have opportunities to develop and practise skills across all areas of learning. However, for some aspects of learning her aims are quite broad and she does not clearly identify precisely what children most need to learn next. For example, although she wants children to learn about numbers and shapes, she has not considered the precise knowledge she needs to teach children to enable them to use mathematical concepts confidently.
- Children benefit from a wide range of experiences that help them learn about their local environment and the people in it who help them. On the day of the inspection children were delighted to take part in a dentist role play activity, learning about the importance of dental hygiene and what to expect from a visit to the dentist. Children recall trips out in the community and can talk about what they saw. This shows that children learn and remember well from these experiences.

- As children play and learn the childminder talks to them clearly about what they are doing. However, she does not routinely encourage children to contribute fully to conversations about what they are doing or learning. This impacts on the childminder's ability to check what children have learned and to embed children's understanding further.
- The childminder is clear in her instructions to children and has well established routines. Through these, children learn what is expected of them and cooperate promptly with requests. For example, children know to find a cushion to sit on for singing times. They get ready quickly to go outside. This good practice from the childminder helps children develop focus and listening skills, which are important skills for their future learning.
- The childminder meets children's care and emotional needs very well. She is consistently kind and nurturing to children, offering plenty of smiles and gentle reassurance when needed. There are clearly very warm attachments between children and the childminder. The childminder is diligent about meeting children's personal care needs and follows robust hygiene routines.
- The childminder builds warm partnerships with parents. She uses these well to ensure continuity of care for children and also to help parents further support children's learning at home. For example, before children start school she provides parents with examples of the skills and knowledge that will be of most use to children as they prepare for this transition. This enables parents to focus on these aspects of children's development at home.

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:

- focus professional development on gaining a deeper understanding of how to precisely plan for children's learning, to focus more closely on specific skills or knowledge children most need to learn next
- make better use of opportunities to encourage children to share what they know and remember as they play and learn, to further aid assessments and embed children's developing knowledge further.

Setting details

Unique reference number	EY415790
Local authority	Oxfordshire
Inspection number	10399275
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Oxford. She operates all year round from 8am to 5.30pm, Monday to Thursday. The childminder offers funded early education for eligible children aged nine months and above.

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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