

# Childminder report

---

Inspection date: 13 January 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children have developed superb bonds with the childminder. She provides a warm, safe, friendly and homely environment which builds on children's interests incredibly well. Children are highly motivated to explore and investigate the world around them. The childminder has exceptionally high expectations of all children. They remember activities they have previously enjoyed and are keen to try to develop their skills further. Children are resilient and keep trying when things may be challenging. They show very high levels of engagement in their play. For example, they spend long periods of time making the bird feeders and persevere with threading and tying the knot in the string, having already mastered cutting the string with the scissors. Children are highly active learners with a thirst to learn and tell the inspector how, 'practice makes things better'.

Children access an extensive range of high-quality resources. They particularly relish the times when they sit and look at books with the childminder. Young children take great joy in selecting their own books. Children are exposed to an environment that is rich in print. They demonstrate high levels of engagement as they look at the pictures. They are highly attentive as they listen to the childminder skilfully reading the words, bringing the story to life. Children are extremely confident in handling the books independently, including turning the pages successfully. This helps to equip them extremely well with the skills they need for future success.

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

- The professional, experienced and qualified childminder has worked exceptionally hard since the previous inspection to continue to maintain provision of the highest quality. She has gained a huge amount of knowledge over her many years of experience of caring for children. The childminder's enthusiasm and commitment to consistently enhancing her already excellent teaching skills is truly admirable. For example, her superb commitment to extending her skills and knowledge has created a wealth of understanding about how children learn. She attends targeted and relevant training and carries out personal research. This helps to ensure that children make the best progress possible.
- The childminder has a deep understanding of how children learn. She expertly enables younger children to explore resources, while providing a commentary of words and phrases tailored to their individual needs. Children make excellent progress in their speaking.
- Children form extremely strong relationships with the childminder, who provides a very secure base for them to confidently explore the highly stimulating environment. The childminder is extremely sensitive and caring and shows a

genuine affection for the children in her care. Children seek out the childminder for comfort and cuddles and hug her tightly. They settle quickly at this wonderful setting and demonstrate high levels of emotional security and self-esteem.

- The childminder strongly promotes the development of extensive language and social skills in children, who learn to recall events and understand how others are feeling. She acts as a superb role model, ensuring she promotes turn taking and conversational skills in her interactions with children. As a result, children listen and respond attentively when she speaks to them.
- Partnerships with parents are outstanding. Parents leave glowing testimonials. Some report that they could not imagine leaving their children with anyone else, while others value the childminder's extremely calm approach and ability to help their children learn new skills. The childminder involves parents in children's learning from the start. She seeks extremely detailed information about children's learning and development. This enables her to accurately assess what children know and can do from the outset. The childminder shares information with parents about how they can help to support children's learning at home.
- The childminder supports children and their families in an excellent way in teaching them about when children may be at risk, including when using the internet and digital technology. Children know how to keep themselves safe and minimise any risks, and this is meticulously embedded within practice. For example, on the walk to school, children tell the inspector where it is safe to cross the road and how she must not walk on the cycle path.
- The childminder has developed highly effective working relationships with other schools or settings that children attend. She successfully shares relevant information to help support children's smooth transitions and thoroughly support their continuous learning.
- Children follow daily routines with confidence and show impressive levels of independence, even at a young age. Young children feed themselves and independently spread sandwich fillings, skilfully using cutlery. Older children learn key skills confidently, so they are extremely well prepared for the next stage in their learning, and for school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of her role in keeping children safe. She regularly updates training that provides her with a very secure knowledge of the signs and symptoms of abuse. She maintains an exceptional understanding of the procedures to follow should she need to respond to concerns about the welfare of a child. The childminder has a broad understanding of wider safeguarding concerns, including the potential risk to children with regards to radicalisation and extremism. She meticulously carries out regular checks to the premises and equipment, making sure children are cared for in an extremely safe and secure environment.

## Setting details

<b>Unique reference number</b>	403270
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10136316
<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</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 September 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Bicester, Oxfordshire. She operates all day, Monday to Friday, throughout the year. She holds a relevant childcare qualification. The childminder receives funding to provide early years education for children aged three and four years.

## Information about this inspection

### Inspector

Amanda Perkin

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector observed the interactions between the childminder and the children.
- A range of documentation was looked at, including safeguarding policies and training certificates.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- Parents' views were taken into account through written testimonials left for the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020