

Childminder report

Inspection date: 16 January 2020

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

All children thrive in this setting. The childminder and her assistant place children at the heart of everything they do. Children are very happy and safe, and show extremely high levels of confidence. The childminder's practice is exemplary. She ensures that each child makes the best possible progress while in her care. The childminder and her assistant have an exceptional knowledge and understanding of how to help children learn through their play and exploration. Children have access to a dedicated playroom, which is very thoughtfully arranged to meet the needs of different ages of children. The environment is set up to provoke children's curiosity and imagination. The childminder is extremely responsive to children's needs and interests. She supports children to be curious, to discover and to investigate. She knows exactly when to join in children's play to enrich their learning.

Children are highly motivated and are very eager to share and cooperate with each other. They have consistently positive attitudes to their play and learning. For example, children offer to help each other dress up into their character's dressing-up clothes. For example, one child helps another to fasten the dress at the back and says, 'I will help you with putting your Elsa outfit on... there you go.'

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

- Children's behaviour is exemplary. They play harmoniously together and understand the need to share and take turns. The childminder and her assistant give meaningful praise to children's excellent behaviour and individual efforts, supporting them to develop a highly positive sense of themselves.
- The childminder is committed to providing highly inclusive care and education for all children. She ensures that specialist resources and the education and health plans of children with special educational needs and/or disabilities (SEND) are fully integrated in the learning environment, and used effectively to support these children's learning. The childminder ensures that there is seamless continuity after children move to their next stage of learning. The childminder regularly liaises with professionals and parents to seek advice, review children's progress and set them challenging targets. She attends highly targeted training to support the children and the parents with SEND children with their care.
- The childminder encourages children to develop their early literacy skills throughout all activities. She provides very comfortable and cosy areas to encourage children to develop a love of books. Books are displayed attractively and at a low level for children to freely select. Toddlers become absorbed in looking at favourite books, confidently turning the pages. The childminder encourages children to take part in regular singing sessions to help develop their language. Toddlers show their love of songs as they spontaneously break out in singing rhymes as they play, enthusiastically singing their favourite songs.

- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting, the childminder and her assistant. They make comments such as 'children thriving in the care of the childminder and her assistant', 'going above and beyond', 'excellent communication and supporting learning at home' and how parents 'go to work with peace of mind that our daughter is in the most tremendous care'. The childminder shares children's learning, for example, through daily journals, photographs and observations, and she values parental contributions towards children's learning.
- The childminder spends a great deal of time reflecting on her and her assistant's practice and making improvements to ensure she maintains outstanding levels of care for children. She networks with other childminders to share ideas and help them to raise the quality of their practice. She also uses professional development opportunities extremely well to improve her skills and children's experiences.
- Teaching is excellent. The childminder and her assistant plan a rich and varied selection of activities inside and outdoors, which captivate children's interests. Children are extremely happy and feel safe, secure and ready to learn.
- The childminder has developed highly effective working relationships with other schools and settings that children attend. She successfully shares relevant information to help support children's smooth transitions and thoroughly support their continuous learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an excellent understanding of their roles in protecting children who may be at risk of harm. The childminder and her assistant are alert to the possible indicators of abuse and knows the relevant agencies to contact for guidance. They have attended child protection training. They are aware of the correct procedures to follow should there be an allegation. The childminder and her assistant know who to contact if they believe a child may be in an environment where extreme views are being shared. In addition, they have researched information to update their knowledge around the indicators of female genital mutilation.

Setting details

Unique reference number	EY225105
Local authority	Oxfordshire
Inspection number	10136347
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	12
Number of children on roll	32
Date of previous inspection	18 November 2015

Information about this early years setting

The childminder registered in 2002 and operates her service in Chilton, near Didcot in Oxfordshire. She provides care for children daily from 7.30am to 6pm. She provides places for funded three- and four-year-old children. The childminder holds a childcare qualification at level 3. She works alongside an assistant who holds a childcare qualification at level 5.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- A learning walk was undertaken with the childminder to discuss activities and intentions for children's learning.
- The inspector observed children's learning activities and assessed the impact this has on their development.
- Throughout the inspection, the inspector talked to the childminder, her assistant and children at suitable times.
- The inspector read through questionnaires completed by children and parents and took account of their views.
- The inspector looked at required documentation, including evidence of the suitability of the childminder and her assistant.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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