

# Childminder report

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Inspection date: 21 January 2020

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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's personal development and welfare are prioritised from the moment they start to attend this loving and nurturing childminder's home. The childminder is an excellent role model and consistently helps children to develop high levels of self-esteem. Children thrive in the care of the childminder, who is extremely skilled at understanding each child's individual needs. Children are extremely confident and welcome the inspector by introducing themselves and sounding out the letters of their names, as they make their acquaintances.

Children's behaviour is first class. They understand the clear explanations and instructions the childminder gives them. For example, children undertake a risk assessment of the outdoor environment, understanding they need to check it is safe for them to use. They take a clipboard and tick off to demonstrate items in the childminder's home are safe and secure for their use. The childminder promotes positive relationships and interactions, and from an early age, children learn to be kind and to share with one another. The childminder talks to children frequently about how they are feeling and teaches them to use these words to express themselves.

Children's experiences and needs are central to everything the childminder plans and organises. The childminder plans an exceptionally broad and rich curriculum, following children's interests very successfully to provide stimulating and creative experiences.

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

- The childminder has exceptional knowledge and experience over many years of working with children, which is highly evident in the way she demonstrates a deep understanding of children's learning and development.
- Children's early literacy skills are extremely well supported by the childminder. Children develop a love for books and reading. They are animated as they sit with the childminder and retell stories as they giggle with excitement. The childminder skilfully uses books to extend children's interest in letters and sounds, using early phonics to make connections.
- Partnership with parents is an extremely high priority. This is evident in parents' feedback in relation to their children's dietary requirements and personal care needs. Parents are inspired to support children's learning. Parents document children's achievements from home and what they have been doing. This helps to inform the childminder's future planning and provides a consistent approach to learning.
- The childminder has a very calm, confident and relaxed manner, which helps children to develop independence and to feel comfortable. She regularly

accesses other groups within the community to ensure a wide range of experiences and social environments that promote children's understanding of people and communities are available to them. For example, children are regular visitors to the local nursing home and food bank.

- The childminder tunes into what children are thinking and uses each moment to extend learning and plan next steps. High-level conversations and interactions support children to make exceptional progress. For example, the childminder supports children in finding out how the Venus flytrap plant gets its energy, which supports children's understanding of the world and introduces them to new vocabulary.
- The childminder uses outstanding interaction, narrative and questioning to build on children's learning and language. For example, she clearly explains what is happening with activities and supports children to lead their play and use their imagination. Children engage with the childminder as they pretend to put out the fire and climb up the beanstalk into the world at the top.
- Children follow daily routines with confidence and show impressive levels of independence, even at a young age. Young children prepare snack. They competently use knives with care to chop fruit, and use dustpans and brushes to sweep up spilt resources from activities. Children learn key skills confidently, so they are extremely well prepared for the next stage in their learning and for starting school.
- The childminder consistently demonstrates characteristics of high-quality teaching and uses every opportunity to model language, demonstrate and support new skills and deepen knowledge. She enables children to explore their own thoughts and preferences in their play and she provides constant opportunities for them to make individual choices. For example, children draw on prior learning to explore numbers frozen in ice. They discuss the concept of melting and freezing and are supported to skilfully use tools to break up the ice. Children then wish to take this idea further and experiment with how to freeze toy cars. They measure the cars on scales and make comparisons in size, and the childminder introduces words such as 'heavier' and 'lighter'.
- The childminder is dedicated to her setting and highly committed to making ongoing improvements to her provision. She reflects on her practice, identifies areas for development and puts strategies in place to overcome these, which she feeds back to children and their families.

## 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, including

those outdoors or off site, making sure children are cared for in an extremely safe and secure environment.

## Setting details

<b>Unique reference number</b>	EY474664
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10136748
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 July 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Bradwell Village, near Burford, Oxfordshire. She operates from Monday to Friday all year round. The childminder provides funded early education for three- and four-year-old children. She holds a relevant qualification at level 5.

## 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 account of 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.

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