

Childminder report

Inspection date: 3 February 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

Children are full of confidence and share wonderful relationships with each other and the childminder. Children have access to an excellent range of resources and high-quality activities. They gain excellent independence and very quickly learn new skills. The childminder is an outstanding role model. She treats the children with the greatest respect and is exceptionally mindful of their needs. This gives children very high levels of emotional security and a solid foundation from which to thoroughly enjoy their learning and make excellent progress.

Children look at things in the environment and the childminder uses their interests and curiosity to encourage them to understand about safe behaviours and how to care for others. They learn to recognise and manage risks exceptionally well. For instance, young children are alert to safety when on their weekly 'Monday adventure' walk. They quickly respond to potential dangers, for example they say, 'safe to cross', having checked for any vehicles before crossing the road, and know not to pick up any discarded litter.

Children make exceptional progress with their speech and language. The childminder provides a language-rich environment, with numerous opportunities for children to build on their wide vocabulary, especially through her constant discussions, stories and rhymes. For example, the childminder encourages young children to repeat words and to name objects they are using. Children eagerly respond as they quickly learn how to use words, such as 'weeping willow' and the 'flowing stream', in the correct context.

Children are very capable in every area of learning. This is due to the wealth of learning opportunities and experiences provided for them and the childminder's highly successful approach to teaching.

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

- The childminder carefully plans activities to target specific areas of children's learning and development. She has an excellent knowledge of the children's individual development and what she intends them to learn from activities, resources and outings. For example, she very successfully interweaves what children need to learn next in exciting and challenging activities that link to their interests. This engages children exceptionally well in their learning.
- The childminder provides a wide range of opportunities for children to meet new people and talk about similarities and differences in the world. Children frequently visit local childminders, the library and parks in their community. They learn about different people who work and live in the community, such as the postman, opticians and those who work in the emergency services. For example,

children followed the journey of a letter, writing letters themselves, posting them, visiting the local sorting office, then excitedly seeing the end result, when the letters were delivered to the childminder's house.

- Partnerships with parents are highly effective. Parents are very complimentary about the childminder. They make comments such as 'passion and drive to educate the children', 'children flourish in her care', and '10 out of 10 service'. The childminder supports parents extremely well to share information about their children's development and to continue learning at home. She is highly sensitive in supporting parents. For instance, she works with them to support consistent behaviour strategies and sensitively supports mealtimes for children.
- Children's behaviour is exceptional for their level of development. The childminder maintains a calm learning environment. She has high expectations for children's behaviour and teaches rules and boundaries through shared responsibility. She is highly effective in teaching children the language of emotions. Children use mirrors and the 'feelings spoons', as they explore their own feelings and show emotions such as happy, sad and cross faces.
- Children have excellent opportunities each day to be physically active and experience the fresh air. The childminder promotes children's physical health extremely well. The outdoors is used extensively. For example, children jump in puddles, play running games, throw balls and poohsticks, and master waving the bubble wand, before chasing and popping the bubbles.
- Children develop an interest in early mathematics from a young age. The childminder skilfully incorporates the use of numbers into everyday conversation and play. For example, before they went on their walk outside, the childminder discussed what numbers they needed to find. Children were excited as they found their numbers on houses and car registration plates. They confidently counted in sequence from one to 10 and knew if they snapped a twig in half, that makes two.
- The childminder has worked hard to maintain outstanding standards of education and care since her last inspection. Her vision to provide high standards of teaching is maintained through critical evaluation. The childminder works closely with other childminders to seek feedback on her practice. She is committed to research to ensure her practice continually evolves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of the procedures she would follow if she had concerns about a child's welfare. Safeguarding policies and procedures are implemented and are highly effective. The childminder uses these to underpin her robust knowledge and practice, to protect children from harm. Regular training on wider safeguarding issues, such as online dangers and the 'Prevent' duty, enables her to safeguard children from extreme views and behaviours. She is also knowledgeable about the signs to look out for regarding female genital mutilation. The childminder's risk assessments of the home and any outings are thorough.

Setting details

Unique reference number	133911
Local authority	Oxfordshire
Inspection number	10136268
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 August 2015

Information about this early years setting

The childminder registered in 1992. She lives in Bicester, Oxfordshire. The childminder provides care each week, from Monday to Thursday, throughout the year. She holds a relevant childcare qualification and is registered to accept funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The childminder and the inspector completed a learning walk to identify how the childminder plans and implements her educational provision.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The childminder and the inspector observed and evaluated an activity.
- The inspector discussed children's progress and sampled the childminder's policies and procedures.

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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