

Childminder report

Inspection date:

6 February 2020

Overall effectiveness

Outstanding

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 enjoy their time with the childminder. She plans an exciting curriculum that skilfully meets their interests and extends their learning. The childminder joins in children's play and consistently extends and challenges their learning. High-level conversations and interactions support children to make exceptional progress. The childminder uses very effective questioning to encourage children to share their thoughts and ideas. For example, children fondly recall the trips they have been on with the childminder as they look at photos displayed in a digital photo frame. They have an extensive range of vocabulary and speak confidently as they excitedly recollect their experiences. Children are motivated and assured as they access an admirable range of resources. The environment is safe, highly welcoming and supports learning exceptionally well.

Children are highly motivated to learn in this welcoming child-focused environment. The childminder is an excellent role model and is consistently caring and nurturing towards children to help them develop high levels of self-esteem. She gently teaches children to learn to respect one another and play amicably from a very young age. The childminder sets highly effective and consistent boundaries for their behaviour. Children's behaviour is exemplary.

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

- The childminder carries out extremely accurate and detailed observations and assessments of children's learning. This includes the mandatory progress check for children aged between two and three years. These assessments enable the childminder to quickly identify gaps in children's learning. She uses them to focus her activities on supporting children to make excellent progress.
- The childminder has an exceptional understanding of how children learn and how to reinforce and build on children's knowledge and experiences. Consequently, children retain what they have learned and are extremely well prepared for their future learning. For example, the childminder provides interactive displays, exciting small-world activities and outings, for example to the farm, library and local playgroups. The environment is rich in print, which has a superb impact on children's early literacy skills.
- Children and toddlers have excellent emotional attachments to the childminder, who provides warm and consistent care. She affectionately acknowledges when children are upset, helping them to manage these feelings. The childminder sensitively reinforces behavioural expectations during highly sociable routines. For example, children learn about eating food carefully and saying 'please' and 'thank you'.
- The childminder prepares highly nutritious meals for children and actively promotes their good health. For example, she takes them to visit the dentist,

where they can sit in the dentist's chair and pretend to have their teeth examined. The childminder is vigilant about meeting children's individual dietary requirements. Children wash their hands before they eat and have an excellent awareness of hygienic practices. Water bottles are available for children to drink, as needed. Children benefit from fresh air and exercise as they play in the garden or at the park.

- Parents' feedback is highly positive. Their written comments are exceptionally complimentary about the quality of care and learning. They say that their children love coming to the childminder's house. The childminder works exceptionally well with parents. She offers them extensive feedback about their children's progress and seeks their views on the quality of her service. The childminder routinely shares children's learning with parents and encourages them to share their experiences from home on a daily basis.
- The childminder is highly committed and passionate in maintaining her excellent practice. She reviews and reflects on how the training she completes impacts on her practice. She meets with other childminders to share ideas and to enhance her knowledge. The childminder diligently updates her skills and knowledge on a regular basis, using online training available through her membership of a professional organisation. This enables her to stay up to date with current developments in childcare and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly vigilant and takes sensible precautions to safeguard children. She is extremely clear about the procedures to follow should she have concerns about a child's well-being. The childminder has an up-to date understanding of the signs and symptoms that may suggest a child is at risk of harm. She keeps extensive and freely available information about child protection matters, which she readily shares with parents. Her risk assessments of the home and any outings are thorough, and she talks to the youngest of children about how to keep safe in a range of situations.

Setting details

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| Unique reference number | EY431181 |
| Local authority | Oxfordshire |
| Inspection number | 10136678 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 10 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 13 October 2015 |

Information about this early years setting

The childminder registered in 2011 and lives in Crays Pond, Oxfordshire. She operates all year round from 8.15am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. Funding is accepted for the provision of funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- The inspector held a number of discussions with the childminder throughout the inspection.
- A range of documentation was sampled, including safeguarding policies, training certificates and evidence of the suitability of adults living on the premises.
- A joint observation of an activity was evaluated by the childminder with the inspector.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- During the inspection the inspector spoke to and interacted with the children. The inspector took account of the views of parents through written feedback.

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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