

# Childminder report

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Inspection date: 10 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 benefit enormously from the childminder's impressive understanding of their own unique needs. The childminder has exceptionally high expectations for all children. She actively seeks a rich range of professional development opportunities, which further complements her outstanding practice. This helps her to deliver an exciting and highly effective curriculum. All children, including those who speak English as an additional language, make superb progress from their starting points. Children are exceptionally happy and confident learners. They are eager to explore the childminder's home and the rich range of resources on offer. This illustrates that they feel safe and extremely happy in her home. Children benefit from superb interactions with the childminder. Her sensitive and nurturing support helps them to thrive in her care. For instance, children use their rapidly developing range of vocabulary to talk about their learning. They hold thoughtful conversations with the childminder, comparing size as they order wooden dolls from smallest to biggest. Children's behaviour is exemplary. The childminder is a particularly calm and relaxed role model. Children show high levels of respect and social awareness, such as when they smile and introduce themselves to visitors as soon as they arrive.

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

- Parents are overwhelmingly positive about the childminder's care. The childminder has developed an outstanding key-person system and highly effective partnerships with parents. This is demonstrated by her inspirational partnership working to support children who speak English as an additional language. For instance, the childminder has a plentiful range of books in children's home language. She learns and uses vocabulary in other languages, including Spanish, in her everyday practice. Children learn to sort 'big' and 'small' quantities, describing these in English and Spanish. The childminder further promotes children's rapidly improving grasp of English superbly. For example, she creates story sacks and activity packs for parents to share with their children. In her daily communications with parents, she highlights activities children have enjoyed with an 'ask me' prompt. This promotes active discussion between parents and children about their day. This supports children's needs exceptionally well and helps to further strengthen their impressive language and communication skills.
- The childminder teaches children how to manage their own self-care and safety impressively. For example, she talks to children about the importance of handwashing when she demonstrates handwashing techniques. Children know why they use soap and water and say that they 'wash away the germs'. The childminder teaches children about road safety superbly. Children tell the inspector that they need to 'stop, look and listen' before they cross the road.
- Children benefit from an exceptional range of opportunities to learn about

similarities and differences. They show high levels of respect for others. This is demonstrated when they talk excitedly about their families, identifying where they live on maps. Children thoroughly enjoy singing traditional songs, such as in their home language of Polish. The childminder reflects diversity highly effectively in her environment. She provides a vast range of resources, including foods from different countries in the play kitchen, and culturally diverse toys and books. She uses these resources impressively to widen children's thoughts and ideas.

- The childminder seeks high-quality professional development opportunities to help her to tailor her teaching to meet children's unique needs. This is demonstrated by her completion of training to promote communication, language and vocabulary. The childminder's superb understanding of how to model spoken language helps children to successfully use new vocabulary in their play.
- The childminder has an outstanding understanding of each child. She plans their individual curriculum exceptionally well. For example, she observes children closely and promptly identifies any gaps in their knowledge. She plans exciting activities which build on their interests. This is illustrated when children learn about quantity. Children play happily with cotton reels. The childminder seizes this opportunity to teach them about 'bigger' and 'smaller' amounts. Children demonstrate impressive levels of concentration as they compare the number of cotton reels in different groups. When children find this tricky, the childminder promptly supports them, such as by demonstrating how to count the reels one by one. Children look and listen attentively and then practise these skills for themselves. Children are eager to make necklaces. The childminder uses this interest to teach children about length. Children become absorbed in their learning. They make necklaces with colour patterns, identifying those which are 'longer' and 'shorter'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes regular training to help her to keep her safeguarding knowledge up to date. This means that her understanding is strong of the signs and symptoms of abuse, including abuse from being exposed to extreme views or behaviours. The childminder has a secure knowledge of local multi-agency safeguarding arrangements and of the procedures to follow should an allegation be made against herself or a member of her household. She undertakes regular risk assessments to help her to ensure that her home is safe for children.

## Setting details

<b>Unique reference number</b>	EY264130
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10137013
<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 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	19 October 2015

## Information about this early years setting

The childminder registered in 2003 and lives in Bicester, Oxfordshire. She operates all year round from 8am to 6pm, Monday to Friday.

## Information about this inspection

**Inspector**  
Lisa Dailey

### Inspection activities

- The inspector went on a learning walk with the childminder.
- The inspector observed the childminder's quality of teaching, and they both jointly evaluated the effectiveness of the childminder's interactions with children.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector considered the written views of parents provided on the day of the inspection.
- The inspector checked evidence regarding the suitability of the childminder and of those living in her household.

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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