

# Childminder report

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Inspection date: 5 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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 are swiftly developing the skills and knowledge they need in order to learn and flourish. Each child's unique needs are comprehensively known by the childminder. She uses this knowledge to exactly tailor and consistently offer them stimulating play opportunities. Children benefit from the childminder's high expectations and the exciting spontaneous curriculum she provides. For example, following children's interest in making 'mud cupcakes' in the garden, the childminder expands their learning by making real cupcakes with the children. Children's excitement overflows as they find the ingredients and cooking utensils together. The childminder uses activities expertly and very effectively to support children's mathematical and literacy understanding. For instance, children weigh different ingredients using large kitchen scales and crack open eggs, counting them as they take turns to put them in the mixture. Children are encouraged to read the recipe with the childminder, and follow a sequence of instructions and identify letters that are in their names.

The childminder's enthusiasm is infectious. Children have enormous fun with her and they are extremely confident and settled. The childminder facilitates children's play and learning exceptionally well. Children's behaviour is impeccable. Children fully embrace all new challenges and are more than ready for the next stages in their learning and for school, when the time comes.

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

- Promotion of positive behaviour threads seamlessly through the childminder's interactions with children. The childminder uses praise effectively, and she sensitively helps children to understand and develop their skills in sharing and taking turns. She is an extremely positive role model and has high expectations of children's behaviour.
- The childminder is an outstanding teacher. There is a very strong focus on developing children's communication and language skills. Books are displayed attractively in all areas for children to select freely. Toddlers become absorbed in looking at favourite books, pointing to the pictures and developing new language. Children take part in regular singing sessions, developing their vocabulary when they join in with the words and actions of their favourite songs.
- The childminder monitors children's progress rigorously. The uniqueness and well-being of children are key priorities for the childminder. She is proactive in helping children and families to get the support they require, including for children with special educational needs and/or disabilities. She utilises the expertise of other professionals to enhance children's learning further.
- Children make excellent progress in mathematics as the result of extremely effective support. The childminder expertly challenges children to develop a real

thirst for learning about numbers and counting in exciting and interactive ways. For example, children go on a 'number hunt' looking for hidden numbers in the garden. They excitedly run from number to number as the childminder calls them out in sequence.

- The childminder is passionate about the care she provides for children. She continuously reviews and develops her provision to ensure that she provides a high-quality service. The childminder keeps her early years knowledge up to date by accessing regular training and meeting with other childminders. She builds on her wealth of experience by frequently updating her training and ensuring that her knowledge is fully up to date. For example, recent training regarding the use of play therapy has enabled her to support children's self-esteem highly effectively.
- Children have superb opportunities to learn about living creatures and the world around them. For example, they learn about the different habitats that animals need as they care for the childminder's corn snake, bearded dragon lizard, and two tortoises that she 'shares' with the school. Children transport the tortoises to school and back every day, which helps to further develop the already excellent partnership.
- The childminder builds excellent relationships with parents. From extended settling-in visits to the daily sharing of information, she ensures that parents are fully informed about every aspect of children's learning and care. Parents are particularly happy with the support they receive to help their children learn at home. They eagerly share their magnificent feedback regarding the childminder's care and attention and the experiences their children receive. For example, they describe the childminder as 'a wonderful role model' who is 'patient and kind and really gets to know the children's individuality'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder gives children's safety and welfare top priority. She continually refreshes her understanding through further training and research and has a thorough knowledge of how to protect children. This helps her to keep her knowledge of wider safeguarding issues updated. The childminder confidently identifies possible indicators of abuse. She knows precisely what to do should she have any concerns about a child's welfare. The childminder supervises children at all times and ensures her home is safe and secure. She fully understands how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views.

## Setting details

<b>Unique reference number</b>	EY252702
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10137000
<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 at time of inspection</b>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Tetsworth, near Thame, Oxfordshire and provides care all day, Monday to Thursday, throughout the year. She receives funding to provide free early years education to children aged two, three and four years. The childminder holds a relevant level 3 qualification.

## Information about this inspection

### Inspector

Chris Lamey

### Inspection activities

- The inspector was given a tour of the home by the childminder and carried out a learning walk to discuss the curriculum.
- The childminder and the inspector discussed the play activities and children's learning during the inspection and jointly observed children's play.
- The inspector observed the childminder interacting with the children and assessed the impact of teaching.
- The inspector sampled some of the childminder's documentation, including suitability records and a selection of policies.

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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