

Childminder report

Inspection date: 14 June 2021

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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

All children thrive in this happy and safe setting. They are extremely settled and demonstrate very high levels of self-esteem. Children thoroughly enjoy the company of the childminder and relish their time with her. Young children play harmoniously together. They share toys and resources exceptionally well, with few disputes or conflicts.

Children have magnificent early speech because the childminder provides a language-rich environment. She enhances this through visits to the library and rhyme-time group, for instance. Books are displayed attractively in all areas for children to freely select. There is a very strong focus on developing children's communication and language skills. Children take part in daily singing sessions at the childminder's home. They patiently and enthusiastically wait for a turn to pick an object out of their 'song bag'. Toddlers develop their vocabularies when they join in with the words and actions of their favourite songs. Children listen intently to the childminder's exciting storytelling. She reads with great enthusiasm and the children are highly engaged and have a clear love of stories.

The outdoor area is particularly stimulating and provides children with plenty of opportunities to explore and investigate. Children dig in the mud kitchen, explore shells and scoop in the sand, and have access to a large water tank to add water to their explorations.

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

- Children become deeply involved in activities they enjoy. The childminder expertly recognises when to take children's learning to the next level. For example, she quickly responds to children's growing curiosity as they examine the marks the brushes make when painting the patio with water. The childminder skilfully describes and encourages children to paint a circle, sweeping the brush in a circular motion. Young children are starting to know the letters of their names and when painting they use brushes with precision and care. They demonstrate high levels of competency in their physical skills.
- The childminder gets to know children and their families very well from the start. She has implemented a careful settling-in process, where she learns about children's routines, background information and interests before parents leave children in her care. The childminder uses this information highly effectively to plan for and enhance children's learning experiences, so they make exceptional progress.
- Teaching is excellent. The childminder consistently provides a high-quality curriculum. Children benefit from exceptional, captivating and well-planned experiences the childminder knows will interest children. She builds on children's

previous learning and challenges them to deepen their knowledge and understanding. Children develop a love for learning. Consequently, they make the best possible progress over time and develop secure foundations for their future learning.

- The childminder's qualification and excellent commitment to continuous professional development positively impact on practice. For example, she has undertaken training to support different child development approaches. Her teaching is highly skilful in improving children's learning and ignites children's desire to learn new things. The training she attends is highly targeted and relevant.
- Partnerships with parents are very strong and highly effective. Parents are very complimentary about the setting and the childminder. They make comments, such as 'I feel 100% informed of my child's learning and development' and 'she has great planning with a huge range of resources to support children's learning'. The childminder values parental contributions towards children's learning.
- The childminder has developed highly effective working relationships with other settings that children attend. She successfully shares relevant information to help support children's smooth transitions and thoroughly support their continuous learning.
- Children develop a can-do approach and show exceptionally high levels of independence, especially when eating, tidying away the toys, or putting on their own shoes. From an early age, they independently manage their own personal needs, especially in relation to health and self-care. All children are extremely well prepared for their next stage in learning, and school.
- The childminder consistently introduces new words and experiences to extend children's learning and vocabulary superbly. She keenly points to, and names, objects, such as 'buttercup, frogspawn' and 'aquarium'. The childminder skilfully uses mathematical language and introduces concepts, such as shape, space and measure. Children eagerly match, count and sort pebbles and shells, and find the pretend fish in the water tray.

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 and equipment, making sure children are cared for in an extremely safe and secure environment.

Setting details

Unique reference number	EY549870
Local authority	Oxfordshire
Inspection number	10126994
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Carterton, in Oxfordshire. She operates between Mondays to Fridays, from 7.30am to 5pm, all year round. The childminder has a Postgraduate Certificate in Education and a degree in teaching.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector was given a tour of the premises by the childminder and carried out a learning walk to discuss the childminder's curriculum.
- Parents' views were taken account of through the available written feedback for the inspector.
- The inspector observed the quality of interactions during activities and assessed the impact on children's enjoyment and engagement.
- The inspector looked at a sample of the documentation. This included safeguarding policies and procedures, evidence about suitability and training records.

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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