

Childminder report

Inspection date:

11 July 2022

Overall effectiveness	Outstanding
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

Children quickly develop strong, affectionate relationships with the childminder. Children demonstrate exceptional behaviour. For instance, toddlers fetch shoes for their younger friends and delight at completing small tasks, such as learning to set the table. The childminder has an excellent understanding of how to support children and manage their needs. This enables her to put effective methods in place to divert children's attention and sustain their interests.

All children learn to be resilient and keep trying. For example, young children engage and focus for lengthy periods beyond their years. Such as, they concentrate on fitting the correct shapes into jigsaw puzzles and threading the needle through the card, to make the kite shape, superbly. The childminder encourages their efforts and praises them highly when they succeed. This helps to raise children's confidence and self-esteem. The pace of activities is relaxed and matched to children's individual interests and needs.

Children are consistently engrossed in exciting and challenging activities. The childminder creates an ethos of awe and wonder for the children based on her philosophy of outdoor learning. There is a very strong emphasis on mathematics. Quality resources provide opportunities for spontaneous exploration of early mathematical concepts. For example, a range of natural resources extends children's skills needed to measure the size and length of materials. Carefully considered exposure to numerals, displayed in areas that children can refer to, extend and consolidate learning even further.

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

- The childminder demonstrates an incredibly high level of personal ambition and strives to be the very best childminder that she can. She attends purposeful training opportunities that have significant impact on sustaining excellent outcomes for children. For example, her research on children's emotional resilience and how to help children regulate their feelings and emotions helps ensure children feel safe and able to function socially. This has especially supported all children, post COVID-19.
- Parents speak very highly of the childminder. They appreciate the emphasis on nature and instilling children's love of the outdoor environment. Parents speak of the number of rich learning experiences and how exceptionally well children are prepared for school and how they 'have grown into independent young people'.
- The childminder has extensive knowledge and experience over many years of working with children and this is highly evident in the way she demonstrates skilful interactions with children. Her provision of curious and engaging activities gives children access to a broad and varied curriculum. She enables children to

explore their own thoughts and feelings in their experiences, providing them with the expertise necessary to continue to achieve well in their future development.

- Children have excellent relationships with the childminder, her co-childminder and her assistant. The childminder knows each and every child individually. She is a superb role model who promotes children's growing independence very well. Children are consistently encouraged to do things for themselves, and the childminder gives them time for this. She is exceptionally patient. She listens to the children and responds to them equally at all times.
- The childminder values children's home lives, and teaches them about other cultures and the world around them. For example, children learn how to forage for safe produce in the woods. They benefit from rich experiences that help them to learn about the world around them. Such as, children learn how to care for therapy horses who came to visit and raised money for a national children's charity.
- There is excellent support for children's growing communication and language skills. The childminder introduces new vocabulary as she reads to children and skilfully incorporates aspects of children's own experiences. She asks children questions that encourage detailed replies that make them think. For example, the childminder asks, how they might solve moving something out of the sun, into the shade, following on from discussions about their shadows, the sun creates.
- The childminder has embedded a rigorous system to support and monitor the development of her assistant. She coaches and mentors her assistant, to help her confidently perform to her full potential. The childminder meets with her assistant to discuss her progress and general well-being. She says she enjoys working at the setting and feels exceptionally valued. The childminder and her co-childminder, observe each other's teaching and strive for excellence for children.
- The childminder exhibits excellent partnership working with parents and schools to support children to succeed in their future learning. For example, the childminder attended a picnic for children about to commence school, as parents were unable to attend. The childminder provides children with the expertise necessary to continue to achieve well in their future development.

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 sign 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 and ensures her assistant and co-childminder have the same secure knowledge. The childminder has a broad understanding of safeguarding concerns, such as, 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	2554264
Local authority	Oxfordshire
Inspection number	10232067
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	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in 2019 and lives in a small village on the outskirts of Brackley, Northamptonshire. She works from her home with a co-childminder and an assistant. The childminder offers care all day, Monday to Friday, throughout the year. She receives funding to provide free early years education to children aged three- and four-years-old. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in her evaluation of the provider.
- The inspector had a learning walk with the childminder through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector spoke with the childminder and her co-childminder, about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence about suitability and her, and her assistant's qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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