

Childminder report

Inspection date: 11 January 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy in the care of this exceptionally skilled and dedicated childminder. They joyfully play and explore with immense curiosity and motivation to learn. The childminder expertly designs a curriculum which provides children with a wealth of experiences, to ignite their sense of awe and wonder about the world around them. For instance, children are fascinated to learn about the different animals at the setting. Children excitedly show the childminder that the pet snake is sleeping in a 'moss house.' They describe how they care for the chickens in the garden and recall collecting their eggs. Children discover that chickens and snakes both lay eggs and are intrigued to make links and understand the similarities and differences between the animals. The childminder's superb teaching skills and impressive knowledge of child development mean that every element of what she plans for children is meticulously thought out and purposefully designed. She diligently ensures every child makes the very best possible progress in their learning.

Children are incredibly confident and demonstrate how immensely well settled and secure they feel in the childminder's home. They play harmoniously with their friends and have great respect and care for one another. Children relish opportunities to solve problems and figure out solutions. For example, they consider how they might clean sawdust from the carpet. Children listen to their friends' suggestions and test out each other's ideas, such as blowing it, picking it up with a spoon or using a Hoover. They work together with determination to use a dustpan and brush, taking turns to each have a go. Children demonstrate their immense pride in being independent, responsible and helpful, as they develop excellent social skills.

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

- The childminder is highly skilled in supporting children's communication and language development. She interacts with children playfully and captivates children's attention during conversations. She gives children time to think and respond to questions as she challenges them to extend their thoughts and ideas. For instance, children remember new vocabulary such as 'volcanic' and 'erupt' as they show their friends a piece of volcanic rock from their holiday. Younger children copy the new words and are interested and intrigued to learn about their friends' experiences.
- The childminder ensures that what children know and can do is securely embedded. For example, when teaching mathematical concepts to the toddlers she takes the time they need to count accurately. She successfully helps children use their fingers to represent the number of ducks they count as they sing a familiar rhyme. She gives children time to repeat and consolidate their learning.

before moving on. This means children deeply understand what she has taught them.

- The childminder is extremely adept in developing children's ability to recognise and describe feelings and emotions. For instance, young toddlers use photographs and mirrors to observe different facial expressions. They watch and copy the childminder, as she demonstrates and describes the meaning of words such as 'surprised', 'angry' and 'excited'. Children begin to understand the complexity of different emotions. This ensures they are well prepared with the tools to express their own feelings and understand the feelings of others.
- The childminder knows each child extremely well. Her nurturing and loving approach allows children to feel secure and gain a strong sense of belonging in her home. She is highly attuned to young toddlers' cues. She ensures their care needs are met respectfully and creates peaceful and relaxing times for children to rest and sleep when they need to.
- The partnership the childminder develops with parents is outstanding. She supports parents to understand how young children learn, sharing detailed guides and resources to encourage parents to continue children's learning at home. For instance, she provides information about how developing children's fine motor skills and hand-to-eye coordination supports children to develop their early writing abilities.
- The childminder places the utmost importance on ensuring that children learn about the community in which they live. For instance, children bring gifts to elderly residents of a local care home, they visit local allotments and take part in litter-picking walks, as they learn to consider others and the importance of caring for their environment.
- The childminder's passionate commitment to developing her own knowledge and skills is highly commendable. She undertakes extensive training, research and professional development opportunities, and evaluates how she can continually improve her curriculum and provision for children. For example, she is currently undertaking a higher qualification in supporting children with special educational needs and/or disabilities (SEND). She recognises the incredible benefit this has in improving her ability to identify emerging needs, and ensures she can go above and beyond to support children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent knowledge of safeguarding, which she continually updates and extends through regular training and her own further research. She is acutely aware of the warning signs that might indicate a child is at risk of abuse. She knows the procedures to follow to report any concerns she might have about the welfare of a child. The childminder keeps her first-aid training up to date. On top of this she completes annual refresher training to really ensure her knowledge of what to do in an emergency is current. She teaches children how to keep themselves safe, for example she supports them to use knives to cut cucumber safely, as they help prepare and serve their lunch.

Setting details

Unique reference number	EY485825
Local authority	Oxfordshire
Inspection number	10264454
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	5
Number of children on roll	11
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2015. She lives in Thame, Oxfordshire and provides care all day, Monday to Thursday, all year round. She holds a recognised childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The inspector spoke to parents and viewed their written feedback.
- The childminder and inspector carried out a joint observation of a group activity and evaluated the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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