

# Childminder report

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Inspection date: 24 January 2024

| <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 | Good               |

## What is it like to attend this early years setting?

### The provision is outstanding

Children develop excellent attachments with the childminder from their very first day of attending. The childminder ensures that children have a sequence of settling-in sessions so that she can find out about their starting points and care routines. This helps her to mirror children's experience at home. Young babies are exceptionally happy and calm on arrival and remain as such throughout their day. For example, they look at people's faces, babble aloud and wave their hands excitedly. The childminder reads their cues for cuddles, feeding and naps superbly. This helps them to feel safe and secure in their new environment.

Older children have exceptional attitudes to learning. They concentrate intently on activities of their choosing, such as when they sort items into categories and learn to adjust their fingers to use scissors to cut with control. Children persevere and observe demonstrations that the childminder provides to solve the problem of ordering coloured shapes in sequence. The childminder gives them time and space to experiment, which actively promotes their thinking skills.

The childminder acts with integrity and has exceptionally high ambitions for all children. She ensures that her provision is fully inclusive and develops her knowledge, skills, resources and understanding of interventions to enable all children, including children with special educational needs and/or disabilities (SEND), to make the best possible progress.

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

- The childminder implements a superbly sequenced curriculum to develop and embed children's knowledge and skills. From their very first day attending, the childminder considers what stage children are at in their learning and she observes and challenges them. For instance, as she knows younger babies can sit up with control, she places toys strategically in front of them to observe if they will reach for them and pick them up. The childminder similarly extends older children's vocabulary, explaining new words, such as a 'rudder' and 'ammonite' in their discussions. This helps children to learn and use new words correctly.
- Children develop an early love of books and this is demonstrated as they repeatedly take them to the childminder to share. Children snuggle up, reading familiar stories and talking about what happens in them. When asked to read them again, the childminder challenges children to do this themselves. They handle books, turning pages and recalling the text with exceptional confidence for their age.
- The childminder establishes excellent relationships with other settings that children attend. For instance, she visits children in nursery and has developed

two-way communications with staff through an online tracker. This helps her to share essential observations of children's learning. She also coordinates with professionals, which is helping children with SEND to get the support they need at the right time.

- Children benefit tremendously from the childminder's approach to building on their talents and interests. For instance, the childminder observes the different ways children with SEND learn, such as through transporting, stacking, posting and twisting. She uses additional funding to purchase resources that enable her to further develop these interests. This has an enormously positive impact on children's attitudes, enjoyment and self-confidence.
- The childminder has the highest expectations of herself and she attends training, which she identifies will have the biggest impact on children. For example, she has learned about supporting children's emotions and she fully understands triggers to children's behaviour and ways to support them. This, in particular, is helping her to successfully help children who become easily overwhelmed.
- Children develop a superb understanding of their community. The childminder provides regular opportunities in the curriculum that children might not have otherwise. For instance, children go on outings on the bus. They explore their local area, learning about buildings in the town, such as the church, and finding fossils in the bricks. Children delight in visits to the local museum where they learn about local history and clothing people wore in the past. This helps children to learn about what life used to be like in their community.
- The childminder has high regard for health and well-being and she promotes these priorities in her childcare provision. For instance, she has completed mental health first-aid training. She uses the knowledge gained from this to support parents' well-being. She also provides a wide range of opportunities for children to be active, which promotes their good health. For example, children enjoy daily physical activity in the local park and they learn to manage risks in their play as they explore the local woodland areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

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| <b>Unique reference number</b>                     | 133543  |
| <b>Local authority</b>                             | Oxfordshire   |
| <b>Inspection number</b>                           | 10317333  |
| <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> | 0 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 6   |
| <b>Date of previous inspection</b>                 | 24 May 2018   |

## Information about this early years setting

The childminder registered in 1994 and lives in Banbury, Oxfordshire. She operates all year round from 8am to 5pm, Monday to Friday. The childminder holds a relevant childcare qualification. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Dailey

### 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of the written views of parents.

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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