

Childminder report

Inspection date:

6 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are very happy. They enjoy the time they spend in the childminder's welcoming and nurturing home. They relax and unwind in this calm environment, which complements their school day perfectly. Children walk home from school with the childminder and arrive at her home, knowing the routines of the day. They make choices about what they might like to play with and the childminder knows the children's interests well.

Children have time to practise what they learn at school. For example, younger children make marks using letters in their names in chalk, outside. The skilled childminder builds on this prior knowledge and skilfully asks children to demonstrate how to write the letters. This supports children's early writing skills. Older children enjoy a Halloween themed coding game, which supports their mathematical skills and learning from school.

Children behave well. The childminder treats them with kindness and consideration. This helps them to learn how to treat others and build friendships. For example, children play a game of 'best and worst' daily, after teatime. This enables children to talk about their days and express their feelings. It also supports children who are learning to share, turn take and listen to each other. Children benefit from plenty of warm praise and encouragement from the childminder.

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

- The childminder demonstrates a genuine enjoyment of her work. She increases her knowledge, through training and wider reading, to keep her skills and knowledge up to date. For example, she completed training in yoga and uses this with the children in her care. This teaches them how to support their physical development, together with their well-being.
- Partnerships with the local school are very secure. The childminder works well with teachers from the school that children attend, to meet the individual needs of the children. For example, she knows what individual children are working on as well as sharing curriculum maps and regular newsletters from school. This enables her to support children's learning from school in her setting, after school.
- The childminder has a secure understanding of how children learn and develop. She uses her knowledge to plan activities and use resources that help children to build on their skills and move on in their learning.
- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that, after the national restrictions, some children need support to develop their social skills

and simple routines in understanding of the world, which lockdown prevented children from experiencing. The childminder has worked with the children in her care, to support them with these experiences. For example, she identifies how pretend play supports children to know about routine experiences. For instance, trips to the shops and how this can support their social and mathematical development.

- Parents leave glowing feedback and appreciate the reassurance and support given by the childminder. For example, they express how they could not wish for 'a better, more professional, kind and caring childminder.' The childminder keeps parents informed of their child's progress through daily feedback, as well as seeking their views on how to improve her service.
- Children show good levels of independence for their age. For example, they are self-sufficient in most of their care needs with gentle, but firm reminders from the childminder on good hygiene routines. Children are polite and well mannered. Children are becoming independent and responsible individuals and the childminder is an excellent role model to the children in her care.
- The childminder helps children learn about the wider world. Children have opportunities to explore their local community after school and on trips to the local community during holiday care. These are rich learning opportunities. For example, the childminder points out the red kites as they fly over. This leads into conversations about animals in their natural habitat and they recall prior learning when they visited the local museum and found toads in the garden last week.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows the procedures to follow should she have any concerns about children. The childminder is vigilant about the signs that may indicate a child is at risk of harm. She completes regular training to keep her knowledge up to date. She is aware of wider child protection issues, such as exploitation, extremism and radicalisation. The childminder carries out regular checks of her home and garden to help provide a safe environment for children.

Setting details

Unique reference number	2593748
Local authority	Oxfordshire
Inspection number	10251323
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	3 to 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Woodstock, in Oxfordshire. The childminder provides care before and after school only on Monday, Tuesdays, Wednesdays and Thursdays, term time only. She works some of the school holidays, with prior agreements. The childminder is a qualified teacher.

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 has taken that into account in her evaluation of the provider.
- The childminder and the children took the inspector around the childminder's premises, showing her all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took account of these views.
- Discussions were had with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of the childminder's documentation. This included evidence about suitability of those living in the household, the childminder's qualifications and her first-aid certificate.
- Children spoke to the inspector about what they like to do at the childminder's and what their favourite activities are.

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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