

Childminder report

Inspection date: 23 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and the assistant create a very warm and welcoming environment. Children show they feel very much 'at home' there. They confidently go about their day and show they thoroughly enjoy all the activities and play experiences the childminder plans. The childminder's smiles, laughter and positivity creates a very jolly atmosphere in which children thrive and develop the confidence to join in with all that is on offer. The encouragement and praise they receive when they do helps children want to keep trying and enjoy their learning. The childminder and the assistant are both excellent role models when it comes to helping children learn about acceptable behaviour. Children learn very well from their example of how to be polite, courteous and helpful.

The childminder is highly ambitious for all children. She observes children closely as they play, accurately identifying all the things they know and can do. She then uses this information well to plan what they need to learn next. She then organises her week to ensure children take part in activities that will help them develop the skills she has identified. For example, children regularly take part in dough play because the childminder has identified the need to help them strengthen their hand muscles in preparation for later writing. She focuses on encouraging the children to pull, squeeze and manipulate the dough, as this will best help children develop these muscle groups.

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

- The childminder and the assistant form a highly effective team. They want the best for the children in their care and regularly review what they offer to see if they can make it even better. For example, they routinely reflect on how they organise the day to see if they are choosing the best times to deliver activities that require children to sit and focus well. They make ongoing adjustments to the daily routines to enable children to get the most out of the worthwhile and well-planned learning experiences they offer.
- The childminder is extremely effective at supporting children's developing language skills. She, and the assistant, consistently model clear and relevant words and phrases as children play. The childminder listens attentively to what children say and grasps spontaneous opportunities to further build children's vocabulary. For example, when children use the word 'tiny' to describe something very small she encourages other children to think of other words that would mean something similar.
- The childminder understands that for children to remember well what they have been taught they need to repeat activities and have opportunities to practise new skills and use new knowledge. With this in mind, important activities form part of children's daily routines. For example, the childminder ensures children

hear favourite stories read regularly, and gives them lots of opportunities to talk about what they have heard.

- Children develop a positive attitude to learning. This is because the childminder plans activities and experiences that are great fun, as well as being valuable learning opportunities. Children remember the time they went on a bus ride to a museum and all the things they saw. They are excited to talk about all the things they learned from this outing.
- The well-established routines help children know what is expected of them. For example, they know that when it is time for snack they need to roll up their sleeves, ready to wash their hands and wait patiently until there is space at the table. They know to gather their coats and shoes when it is time to go outside. The consistency of these routines gives children daily opportunities to learn about the benefits of being helpful and cooperative.
- Children learn lots about the world around them. They visit local places of interest and learn about the natural world and their local community. However, the opportunities for them to learn about a wide range of cultures and ways of living are less extensive. The childminder recognises the need to further expand this aspect of her curriculum, to best prepare children for life in modern Britain.
- Children are safe with the childminder. They are closely supervised at all times, including when using technology. However, the childminder has not yet incorporated into her curriculum opportunities for children to begin to understand how to keep themselves safe online, to help prepare them for times when they may not be so closely supervised.
- Partnership working is a real strength of the childminder's practice. She works exceptionally hard to build professional and warm relationships with parents. She is extremely supportive when children may need some extra help to meet their full potential. She helps parents further support children to develop a love of stories by sending home books to share together. Parents are full of praise for the childminder.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- plan a wider range of meaningful experiences that help children develop their understanding of the similarities and differences between themselves and others
- develop children's understanding of how to use technology purposefully and safely.

Setting details

Unique reference number	2659814
Local authority	Oxfordshire
Inspection number	10333074
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	2 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bicester, Oxfordshire. She offers care all day, Monday to Friday, most of the year. The childminder holds a childcare qualification at level 3 and works with her registered assistant, who also holds a level 3 childcare qualification. The childminder offers funded education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Holley

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 her evaluation of the childminder.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder, the assistant, and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024