

Childminder report

Inspection date: 19 September 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

All children settle well in this calm and homely environment. There is plenty of space for them to move around freely. They navigate the space well by walking, crawling and using sit and ride toys. The childminder provides cuddles and comfort to children when they need it. This helps them feel safe and secure and increases their confidence with visitors. The childminder has high expectations for all children, including for their behaviour. Children receive reminders from the childminder of her expectations as needed and on how to stay safe, such as not to run in the house. Children of different ages play happily alongside each other and cooperate as they play. The childminder sensitively supports them to share and take turns, for example, when they all want the same book.

The childminder has developed a basic curriculum, taking account of children's stage of development and individual interests. This helps all children to make good progress in their learning. She has a clear understanding of what she would like children to know and learn before they go to school. The childminder aims for children to be happy, confident and caring individuals who can take care of themselves in an age-appropriate way. This helps them to be ready for their next stage in learning.

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

- The childminder seeks relevant information from parents when children first start about what they know and can do. She then builds on this with her own observations and decides what children need to learn next, to support their ongoing development and learning. The childminder completes a few formal assessments each year, which she shares with parents. This means they can work in partnership to ensure that children are making the expected progress.
- The childminder demonstrates how she works with parents and other professionals to provide additional support where children have gaps in their learning. Although, there are currently no children attending with special educational needs and/or disabilities, the childminder understands the importance of communicating any concerns about a child's development. This helps any gaps to close quickly and helps children to make the best possible progress.
- The childminder plans activities and experiences each week that are based on a theme and that take account of children's interests. This helps them to be excited and interested in what she plans. Children practise their self-care skills and learn to manage clothes fastenings when playing with dolls. The childminder recognises these skills are transferable to dressing themselves. However, at times, the childminder does not make the most of all opportunities to extend children's learning. For example, she does not always follow their interests, such

as when they start to count, sing independently or show an interest in body parts.

- The childminder promotes children's emotional well-being effectively. She praises and encourages children and their achievements. This helps them to feel valued and boosts their self-esteem. Children are polite, and they say 'please' and 'thank you' spontaneously when they need something or are given food. They concentrate well and are keen to have a go and join in with planned activities. Children squeal with delight when they use their skills to throw soft balls and roll them to the childminder.
- The childminder promotes children's good health, ensuring that they receive healthy and nutritious meals and have access to drinking water. Children learn the importance of washing their hands before mealtimes to support their good health and remove any germs. This helps them to develop the suitable routines and habits to live a healthy lifestyle.
- The childminder has a suitable curriculum to support children's communication and language. Children share their thoughts and ideas well through verbal communication and gestures. The childminder responds when children talk or babble, modelling appropriate language and encouraging turn-taking conversations. Children begin to develop a love of books as they access and read favourite stories each day. However, at times, the childminder asks children questions but does not give them the time they need to think or problem solve and respond. This does not fully support their early communication skills and problem-solving abilities as well as possible.
- The childminder prioritises her own professional development. She attends and completes regular training to keep her own knowledge and skills up to date. She also uses self-reflection on a regular basis. This enables her to understand what she is doing well and where there might be areas for improvement. This helps her to provide good-quality care and learning for children.

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:

- build on children's emerging interests during adult-led activities to extend their learning and help them to make even better progress
- improve questioning techniques so that children have time to think and respond to questions to further support their early communication skills and problem-solving abilities.

Setting details

Unique reference number	2659948
Local authority	Oxfordshire
Inspection number	10335060
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Long Wittenham a village on the outskirts of Abingdon, Oxfordshire. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Clare Perry

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's 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 and the childminder carried out a shared evaluation of a planned activity and a joint observation of the communication and impact that this had on children's learning.
- Parents shared their written views of the childminder with the inspector.
- 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.

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