

Childminder report

Inspection date: 18 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

Children respond very well to the childminder's gentle and nurturing manner. They show they see the childminder as someone they can trust. They look to her for comfort or reassurance. For example, children hold their arms out to her for cuddles when feeling a little out of sorts. They snuggle in, enjoying the childminder's soothing and reassuring words. Soon they are ready to resume their play and learning. Children behave well for their age. They learn well from the clear, kind and consistent guidance the childminder offers, as they learn to consider the needs of each other.

The childminder wants all children to achieve to their best. She focuses effectively on the skills children need to be ready and keen to learn. For example, she helps children learn to regulate their own emotions. She builds children's confidence to have a go at mastering new skills and not to worry if it takes lots of practise to do so successfully. The childminder is especially effective at supporting children's language development and places a high priority on this when she plans children's days. Children are consistently exposed to clear and relevant words and phrases. The childminder is respectful of the different ways children communicate. For example, she notices and responds to the gestures younger children use to share their thoughts. Under the childminder's guidance, children grow in confidence to use more and more words to communicate.

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

- The childminder reads to children several times a day. She does so in ways that capture and maintain children's interest, reading in a very engaging way and giving thoughtful answers when children ask about what they see or hear. Children show they are developing a love of books and stories. They often choose to look at books independently, turning the pages as the childminder has taught them to do.
- The childminder makes accurate assessments about what children know and can do. She uses this information well to identify what children need to learn next. When children are engaged in self-chosen play, she interacts very effectively to support children's next steps in learning. However, sometimes when planning more adult-focused activities, she does not fully consider these learning needs. This leads to times when some activities are not best suited to the immediate learning needs of the children taking part.
- The childminder plans well to help children develop their independence in meeting their own personal care needs. She does so with lots of kindness, respect and encouragement. She recognises when some children need extra support to build their confidence as they try and master these new skills. She builds this through stories and role play to try and alleviate any anxiety children

may have.

- Children develop well into curious and inquisitive learners. They benefit from a childminder who recognises children's natural curiosity to learn about the world around them and who enters into thoughtful conversations with them. Children have plenty of times to practise their developing skills, exploring the interesting and appealing toys and resources on offer.
- Children learn to appreciate the benefits of following an active lifestyle. They are building healthy habits for their future. The childminder ensures that children have daily opportunities for physically active play outside. Children show a great deal of enthusiasm for the time they spend outside. They happily and quickly find their shoes and coats, keen to get out and explore.
- The childminder offers a warm welcome to all children and their families. She ensures that children see themselves reflected back in the resources and books in her home. She plans some activities to mark some well-known festivals. However, these activities are not closely focused on helping children develop a secure understanding of how different people live to help them better understand the diverse world in which they live.
- The childminder understands the value of building worthwhile partnerships with parents and other professionals who are involved in children's care. She regularly shares information about children's interests and progress with parents, so they can further build on these at home. She finds out about what children are learning at other settings they attend to help her build a full picture of children's progress.

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:

- improve how some activities are planned and delivered, so they better enable children to practise the skills they most need to
- plan a wider range of meaningful experiences that help children develop their understanding of the similarities and differences between themselves and others.

Setting details

Unique reference number	2665673
Local authority	Oxfordshire
Inspection number	10335630
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Abingdon, Oxfordshire. She operates all year round, all day, Wednesday and Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

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 and the 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.

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