

Childminder report

Inspection date: 13 June 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 develops an appropriate curriculum that is focused on developing children's independence, enhancing their communication skills and preparing them for school. She implements the curriculum effectively and offers a wide variety of activities and experiences. For example, when children are ready for mark making, they are provided with suitable experiences throughout the environment. This includes opportunities to practise and refine their fine motor skills using chunky chalks and pens. Children have great fun as they mix paints to discover how to make different colours, and make potions from petals and scented water.

Children are happy and settled in this warm and homely environment. They develop close bonds with the childminder, who provides cuddles and affection to ensure that children feel safe and secure. Children are gaining in confidence and are polite. They display good behaviour to one another and the childminder. Children learn how to be caring and courteous as they develop good social skills.

Children benefit from outings in the local community. For example, they visit woodlands, local parks and toddler groups. This helps children to develop their social skills by mixing with a larger group of children, and enhances their learning of the wider community.

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

- The childminder teaches children to manage their personal needs. For example, children know when to wash their hands and that they need to be sitting down when eating. Children show great independence when selecting food for their lunch. The childminder supports children to follow a healthy diet, and she works alongside parents to ensure that all dietary requirements are met. This contributes to children's good overall health. The childminder ensures that children are active and play outdoors each day, to support their physical development and well-being.
- Children demonstrate positive attitudes to their learning. They enthusiastically engage in a wide range of experiences that are planned by the childminder. For example, they plant seeds in small pots and choose which flower they would like to grow by referring to seed packets. They know the seeds will need water and sun to grow. Children talk about previous learning and say they need to use their 'pointy finger' to make a hole in the soil to put the seed in.
- The childminder welcomes families from all backgrounds and has a strong focus on celebrating differences and similarities. Children have access to diverse books and resources, which create opportunities for discussion and learning.
- The childminder has a good understanding of child development. She accurately identifies children who may need additional support to bridge gaps in their

development. She has a secure understanding of the role of other agencies in supporting children with special educational needs and/or disabilities.

- The childminder understands the importance of supporting children's communication and language skills. She continually asks the children effective questions and gives them the time they need to respond. The childminder talks to children about what they are doing as they play, repeating key words so they can listen and repeat them. For example, she correctly and sensitively repeats words back to children that they mispronounce. This supports children's early communication and language skills well.
- Parents speak highly of the childminder. They comment that they are kept well informed about the daily activities that their children engage in. The childminder has clear intentions for children's learning. This helps support learning at home. The childminder completes a welcome pack with parents on entry. However, she does not collect sufficient information as children start to support her in deciding their next steps for their learning to inform her curriculum right from the start.
- The childminder keeps up to date with current thinking in the early years by accessing training, including that offered by the local authority. She meets regularly with other childminder to access support to help her to keep up to date with developments in her practice.

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:

- engage parents fully in sharing information about children's starting points to inform the curriculum right from the start.

Setting details

Unique reference number	2666892
Local authority	Oxfordshire
Inspection number	10339454
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Witney, Oxfordshire. The childminder offer care all year round. She has a recognised early years qualification.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting through written feedback.

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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